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ABSTRACT

This document provides information from the National Family Day Care Project (NFDCP) for those interested in developing a family day care project in their community. The NFDCP was designed to provide examples of quality projects for community-based organizations to replicate. The project has also identified successful methods for designing, implementing, and institutionalizing these projects. The guide is organized into six chapters. Chapter 1 discusses the process of creating a family day care project and focuses on the assessment of community needs and the selection and institutionalization of a project. Chapter 2 concerns successful strategies for working with advisors and partners. Chapter 3 discusses issues to be considered in the selection of individuals and organizations as advisors and partners. Twelve steps in the evaluation process are considered in Chapter 4. Chapter 5 discusses the process of building relationships with funding organizations. The conclusion, in Chapter 6, summarizes the elements of a successful project and emphasizes partnerships and leadership as the keys to a project's success. Appendices include 11 references; a list of 29 case studies; a list of NFDCP publications; a list of the National Advisory Panel members; fact sheets about working with advisors and partners and about volunteer organizations; and a list of national resources. (GLR)

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The Partnership Guide: Strategies For Supporting Family Day Care In Your Community

A Publication of: ***The National Family Day Care Project***

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Foreword

The National Council of Jewish Women (NCJW) is a membership organization of 100,000 volunteers nationwide. NCJW has a century-long tradition of providing services to children and families of all socio-economic, ethnic, and religious backgrounds. Since 1911, the organization has resolved to work for universal, high-quality child care. Local NCJW chapters (called Sections) have initiated hundreds of community service, education, and advocacy efforts to support this goal.

The National Council of Jewish Women created ***The Partnership Guide:*** *Strategies for Supporting Family Day Care in Your Community,* to share the positive and productive lessons learned from the National Family Day Care Project. While it is recommended reading for anyone developing a family day care project, it will also be a useful resource for organizations and individuals involved in any community development project. The National Council of Jewish Women sincerely hopes that readers find the information contained in this guide helpful and that the approaches outlined serve to promote high-quality family day care throughout the country.

Introduction

The National Family Day Care Project (NFDCP), a four year (1988—1992) initiative of the National Council of Jewish Women, Center for the Child, was designed to provide examples of quality projects for community-based organizations to replicate in order to ensure that high-quality family day care (non-parental child care provided in the caregiver's home) is available to all families. Additionally, the project identifies successful methods for designing, implementing, and institutionalizing these projects.

During the first two years of the project, NCJW volunteers, in 31[1] communities in 20 states, developed resources to support family day care. Local NCJW Sections assessed family day care needs and developed appropriate community service and advocacy projects to respond to these needs *(See Appendix A: NFDCP Case Studies).*

The Bush Center in Child Development and Social Policy at Yale University, and Bank Street College of Education's Research Division, evaluated the effectiveness of the NFDCP. Each of the projects was implemented by a NCJW Section, in partnership with key local public and private sector leaders and organizations. The NFDCP has sought to foster community support for family day care by encouraging broad-based coalitions.

Public attention on child care has focused primarily on center-based care. Family day care, which serves millions of children daily, has been largely invisible. A recent study reported that 41% of pre-school children of employed mothers are in family day care[2]. Family day care providers are usually mothers, about half with their own pre-school children. Many parents prefer the home-like environment of family day care over the more institutional setting of day care centers for their children under three years of age[3]. Moreover, in rural communities, family day care is often the only form of organized child care available. Family day care is also utilized for before-and after-school care of older children.[4]

Although family day care nurtures and educates millions of our nation's children, it receives little public attention or support. Most family day care providers are untrained, unlicensed, and unconnected to the professional child care community. Most providers advertise their services through word-of-mouth. Earnings are low, turnover high, and the quality of care provided uneven.

Despite this variability in care, family day care fulfills a growing need as increasing numbers of women of childbearing age enter the workforce. There is strong consumer demand for child care in general, and family day care in particular. Parents not only need more family day care services, they also need services that are more accessible and reliable, with some assurance of quality.

As long as the supply of family day care remains largely underground, unorganized, and unconnected to the larger child care community, little can be done to address issues of quality or parental access. Bringing family day care into the mainstream requires community action. While government regulation can encourage quality, and consumers can be educated to provide additional quality control, only strong family day care associations and effective support for individual providers will develop and sustain high-quality services.

During 1991, the NFDCP disseminated its publications and provided technical assistance to local and national organizations on how to develop needed resources and community support for family day care. *(See Appendix B: Publications List.)*

In its final year (1992), the NFDCP will focus its dissemination and technical assistance efforts towards family day care associations, organizations that offer support to family day care providers, state policy makers, and other national initiatives focused on family day care.

[1] 30 Sections initially committed to the project. Currently, 27 of the original 30 and four additional sites, which were added in 1990-91, are involved in family day care efforts.

[2] U.S. Bureau of the Census. (1989).

[3] Keyserling, M.D. (1972). *Windows on Day Care.* New York: National Council of Jewish Women.

[4] NCJW Center for the Child. (1988). Unpublished data from Mothers in the Workplace.

Chapter One

Creating A Family Day Care Project

PART 1: NEEDS ASSESSMENT

Does your community need a family day care project? If the answer is yes, what form should the project take? How large should it be? Who should be involved? How much will it cost? Who will fund it? Most importantly, how do you get started?

A good place to begin is by determining what the family day care needs are in your community. There is little point in creating a resource that isn't needed or wanted. So make sure the family day care project you plan on developing is something the community will appreciate, value, and, most importantly, utilize. Conducting a needs assessment is explained later in this chapter.

Based on the National Family Day Care Project's experience, we have identified four general family day care strategies that almost any community interested in improving the quality and supply of family day care would benefit from developing.

1) Increase The Supply Of Family Day Care

Some projects concentrate on recruiting, orienting, and regulating family day care providers to increase the supply of family day care.

One of the most basic yet important components of family day care recruitment and orientation is helping providers understand the significance and benefits of state regulation. Regulation helps family day care providers economically by making them eligible for the USDA Child Care Food Program, and also gives them greater access to resources and training available to other child care professionals.

An example of a successful project aimed at encouraging providers to become regulated took place in Baltimore, Maryland. The NCJW project volunteers served as mentors to assist providers with licensing forms and requirements. The volunteers also offered providers a "shopping list" of items —equipment, training materials, books, and toys—to help them meet licensing requirements and operate quality programs. The project focused on increasing the supply of care for infants and low income, subsidized children. The effort was so successful that the Maryland State Legislature appropriated funds to replicate the project throughout the state.

2) Develop Resources To Help Family Day Care Providers Succeed

Another strategy is to provide the necessary resources to retain family day care providers in the field, by enabling them to deliver quality care and run their small businesses effectively.

For example, in Miami, Florida, NCJW volunteers worked with the Kiwanis Club, Junior League, and the County Department of Human Resources to sponsor a mobile resource van. The van is staffed with an experienced early childhood specialist who brings educational materials and training resources to family day care providers. The mobile resource van visits three to four family day care homes each day. The volunteers are raising funds for an additional mobile resource van to increase the number of providers visited.

3) Encourage The Legal Operation Of Family Day Care Homes

It is not uncommon for family day care homes to operate illegally, due to unreasonable zoning ordinances and deed restrictions that unfairly impede their operation. Reviewing community zoning laws and guidelines, and working with local officials to make necessary changes, legitimizes family day care, adds to its visibility, and eliminates the need for local officials to bend or overlook the letter of the law.

For example, in St. Louis, Missouri, the NCJW Section worked with the National Black Child Development Institute, the local provider association, and the Resource and Referral agency to change zoning ordinances in St. Louis County to allow family day care to function legally in most residential areas.

4) Organize Family Day Care Community Education Campaigns

Still other projects make significant contributions through education campaigns that help parents choose quality family day care, encourage policy makers to support family day care, and generally raise community awareness regarding the value of family day care. In Fairfax County, Virginia, the NCJW Section helped develop and distribute 5,000 copies of the NFDCP publication, *Choosing Family Child Care*, a parent handbook designed to assist parents with family day care choices. Eleven community agencies coordinated distribution of the handbook, including the Fairfax County Office for Children, the local provider association, and the public libraries.

FAMILY DAY CARE NEEDS ASSESSMENT

An effective way to determine which family day care strategy best meets your community's needs is to implement a "Family Day Care Needs Assessment." A needs assessment is essentially a fact-finding exercise. Your primary sources of information are people with some knowledge of the child care field in general, and of your community's family day care needs in particular. Contact as many people with some link to family day care as possible to incorporate different perspectives into your assessment, identify needs, common problems and concerns, and to discover possible solutions.

The needs assessment process has added benefits as well. Talking with people about your family day care interests will:

- Help identify organizations to serve as advisors and partners for your project; *(See Chapter 3, Advisors and Partners.)*
- Build goodwill towards your project because you have consulted key community people and organizations; and
- Build recognition for your organization.

Here is a compilation of typical individuals and organizations with information about family day care needs to consider consulting:

- Family day care providers, associations, and parents using family day care services.
- Child care Resource and Referral Agencies, Head Start programs, and child care centers
- Associations for the Education of Young Children and other professional child care organizations
- Child Care Food Program sponsors
- Local school districts, community colleges, vocational and technical schools, and universities
- Volunteer organizations such as the Chamber of Commerce, Junior League, Kiwanis International, NCJW, and The United Way
- Business and media representatives
- Local and state government agencies concerned with child care

NEEDS ASSESSMENT INTERVIEWS

Begin your needs assessment interviews with organizations where you have contacts or understand the organization's goals. No single agency will have all the information you require. During your interviews, other key individuals and groups will be identified for you to contact. When you have completed your interviews, you will most likely have a wide variety of opinions and impressions, giving you a comprehensive overview of your community's family day care needs.

Sample interview questions follow to help you solicit the kind of information you need. The questions are only guidelines, so modify them to suit your specific needs. Before you begin, particularly if you are unaccustomed to interviewing people, the following suggestions will be helpful.

1) Do some homework on the person you're interviewing so you know something about him/her and the organization before you arrive.
2) Plan to limit your interview to 30-45 minutes unless you find the interviewee very engaged in the conversation.
3) Tape record your interviews when possible. This will allow you to fully participate in the conversation instead of being preoccupied with writing everything being said.
4) Begin your interview by asking the individual to talk about his/her responsibilities and the organization's role in the community. This question will solicit good background material and allow the interviewee to speak easily about subjects he/she presumably knows a great deal about.
5) Formulate follow-up questions based upon the responses you receive from the person being interviewed.
6) Whenever an organization is suggested as a good source of information, ask for a specific person to contact and a phone number.

SUGGESTED INTERVIEW QUESTIONS

1) Why don't we begin by you telling me about your organization's role in the community?
2) What are your specific responsibilities?
3) What are the most critical challenges facing family day care in the community? What efforts have been made to address these issues?
4) What are some of the services that currently exist for family day care providers?
5) Who are the key community people and organizations involved with child care in general and family day care in particular?
6) Are there any model family day care programs or services currently in existence or under consideration?
7) Which of the following services would family day care providers find most useful?
   - ▭ Help setting up a family day care home
   - ▭ Assistance with regulation/licensing and accreditation
   - ▭ Training
   - ▭ Group liability and/or health insurance programs
   - ▭ Mini-grants and scholarships
   - ▭ Family day care support groups and professional associations

- ▭ Substitute providers
- ▭ Bulk buying information
- ▭ Toy or equipment lending

8) Which community organizations are most likely to offer these services?

9) What is the state's approach to family day care regulation?
   - ▭ How is this approach working?
   - ▭ How could it be improved?
   - ▭ Is there sufficient regulatory staff with appropriate training?
   - ▭ How long does it take for the average provider to become regulated?
   - ▭ What is the cost for a provider to become regulated?
   - ▭ Is there legislation concerning family day care regulation under consideration?

10) Does the state contract with family day care providers to care for children from low-income families?
   - ▭ If yes, how would you assess the system?
   - ▭ How much money does the state pay providers?
   - ▭ How much money does the state pay child care centers for similar services?

11) How are federal Child Care and Development Block Grant Funds, and other sources of federal and state funds, administered in the community?

12) Are there family day care zoning or deed restriction problems in the community? If yes, how are they being addressed?

13) Let's look more closely at various early childhood programs in the community.
   - ▭ Approximately how many regulated family day care homes exist in the area?
   - ▭ Can you estimate the number of unregulated homes?
   - ▭ Are there family day care homes affiliated with social service agencies, churches, synagogues, or child care centers?
   - ▭ Approximately how many child care centers, preschools, after school programs, and nursery schools exist?
   - ▭ Do public schools offer child care services?
   - ▭ Are Head Start programs offered in the community?
   - ▭ Do area employers support child care centers or family day care networks?
   - ▭ Have employers developed any other initiatives to help workers with child care needs?
   - ▭ Have employers or business organizations such as the Chamber of Commerce expressed any interest in developing a more comprehensive child care effort in the community?
   - ▭ Are there child care services for mildly ill children?
   - ▭ Do child care services for special needs children exist?

14) Where is the greatest need for more child care?
   - ▭ Infants and toddlers
   - ▭ Preschool age
   - ▭ School age
   - ▭ Low income children
   - ▭ Children with special needs
   - ▭ Evening and overnight care

15) What is your impression of how the community feels about family day care? Child care in general?

16) What kind of coverage have child care issues received in the local media?

17) What could be done to increase community awareness about child care issues?

18) Can you identify any outstanding family day care providers, child care centers, or organizations involved with the child care field in our community? In neighboring communities?

19) Can you recommend any background information for me to review?

20) Is there anything you would like to add that I have not covered?

PART 2: **PROJECT SELECTION**

The process of choosing a family day care project is a critical phase. Many businesses conduct market research studies before deciding if a service or product has a reasonable chance for success in a given community. A family day care project is no different. You are planning to serve the community, so it is well worth the time to determine if the service is relevant and has a reasonable chance of flourishing in your community.

There are several family day care projects that you might be interested in initiating. Projects range from provider recruitment and retention to developing family day care grant programs to zoning advocacy. Since most communities are so starved for family day care services, almost any new support service will seem useful, making it tempting to jump in with whatever idea appeals to you.

Sometimes it takes longer than you anticipate to agree on the actual project to pursue. If building consensus around a single initiative proves too difficult, consider developing long and short-term projects simultaneously. For example, the Detroit NCJW Section worked on a zoning advocacy project (requiring only two people), while other volunteers and partners customized and distributed the NFDCP parent education handbook, *Choosing Family Child Care.*

Your project is more likely to be successful and gain the acceptance of the community if you take the time to analyze the project you're considering against a number of factors. To help you do that, we want to share the Project Rating Form used at NFDCP sites. Our Project Rating Form helps rate several aspects of a project numerically to determine its probability for success.

We encourage you to develop your own form for projects you may be considering. The Project Rating Form we used is just one approach. You should expand or rearrange your form so that it is applicable to the projects you have in mind.

It will be useful to have several people, including potential advisors and partners, complete the form and compare results. If a general consensus appears on most forms, then everyone is heading in the same direction. If you find that several people identify different needs, further analysis regarding what approach to take is required.

An added benefit of this process is that it gives you an opportunity to work informally with some of the people with whom you may eventually be working quite intimately on the actual project. As a result, you will learn about these people's strengths and weaknesses and identify potential areas of responsibility for the future.

The following sample project rating form can provide you with an idea of how to gauge if a potential project is needed, wanted and feasible. It is a complementary tool you can use with a needs assessment and an advisory panel.

You can expand the chart to include many more variables, and specify which numerical ratings determine whether a project makes a first cut and eventually gets selected for implementation.

SAMPLE PROJECT RATING FORM

1 = Low 5 = High

Project	Relevance To Needs Of Your Community	Relevance To Interest Of Your Organization	Feasibility Given Local Resources	Would You Consider Implementing This Project?
Provider Recruitment & Retention	1 2 3 4 5	1 2 3 4 5	1 2 3 4 5	*Yes Maybe No*
Improving Regulatory Process or Standards	1 2 3 4 5	1 2 3 4 5	1 2 3 4 5	*Yes Maybe No*
Small-Grants Program	1 2 3 4 5	1 2 3 4 5	1 2 3 4 5	*Yes Maybe No*
Training	1 2 3 4 5	1 2 3 4 5	1 2 3 4 5	*Yes Maybe No*
Directory of Services	1 2 3 4 5	1 2 3 4 5	1 2 3 4 5	*Yes Maybe No*
Mobile Resource Van or Resource Room	1 2 3 4 5	1 2 3 4 5	1 2 3 4 5	*Yes Maybe No*
Family Day Care Recognition Event	1 2 3 4 5	1 2 3 4 5	1 2 3 4 5	*Yes Maybe No*
Zoning Advocacy	1 2 3 4 5	1 2 3 4 5	1 2 3 4 5	*Yes Maybe No*
Parent Education	1 2 3 4 5	1 2 3 4 5	1 2 3 4 5	*Yes Maybe No*
Legislative Forum	1 2 3 4 5	1 2 3 4 5	1 2 3 4 5	*Yes Maybe No*
Other: _____ *(Specify)*	1 2 3 4 5	1 2 3 4 5	1 2 3 4 5	*Yes Maybe No*

PART 3: INSTITUTIONALIZING YOUR PROJECT: Keeping Good Projects Going

> No matter how useful or well-designed, the net effect of initiatives that are here today and gone tomorrow is minimal.
>
> ***What It Takes: Structuring Interagency Partnerships to Connect Children and Families with Comprehensive Services.*** Education and Human Services Consortium, 1991

An institutionalized project is one that acquires ongoing funding and other resources so it can continue into the foreseeable future. An institutionalized project becomes established to the extent that it is viewed as part of the fabric of the community. Careful planning at the early stages of a project is required to successfully institutionalize even the best projects.

Evaluating whether or not your project is meeting community needs helps determine if the project merits institutionalization *(See Chapter 4, Evaluating Your Project).* If the answer is yes, the evaluation component provides valuable documentation to convince others, most notably funders, that the project should continue.

Project institutionalization may take several forms:

- **The project remains with the founding organization, and ongoing funding is secured.** This approach is perhaps the most natural since the project remains with its founding organization. For example, the Omaha NCJW Section has secured partial outside funding and in-kind donations to support its annual child care fair. The fair is now an event the community looks forward to every year.
- **Another organization adopts the project.** In this case, an organization that works in the field takes over the project. For example: In Kansas City, Heart of America Family Services has agreed to update and reprint NCJW's publication — *Family Day Care Provider Support Services Directory* — if NCJW cannot.
- **A group of organizations adopt the project.** Sometimes a group of organizations with vested interests in seeing the project continue agree to support it into the future. For example, the Baltimore NCJW Section and the local Junior League launched the Side-by-Side Child Care Coalition (a partnership of child care advocates and women's volunteer groups) to support an ongoing family day care project offering resources to providers.
- **A new organization is formed to administer the project.** In the case of particularly large projects, a new organization is sometimes formed to run the project. For example, the Miami NCJW Section has joined with the Kiwanis Clubs of Dade County, the Junior League, and the local Human Resources Department to sponsor a mobile resource van for licensed family day care providers. Since the partnership began, an independent not-for-profit entity has been created — Resourcemobile, Inc. — with members of the founding organizations on its board of directors.

There are alternatives to institutionalization. Some projects are time-limited and do not warrant institutionalization. Once the goal is achieved, the project is finished. For example, the Greater Teaneck NCJW Section in New Jersey has been advocating passage of a state bill deeming family day care legal in all residential zones. The bill passed in September, 1991, so the Teaneck Section achieved its goal and successfully completed its project. Certainly the Section has the option to become involved in a new or related family day care project, but its primary mission has been accomplished.

There are some instances when projects simply do not work as anticipated, making institutionalization impossible. Unfortunately, some people may see institutionalization of a misguided project as a way to put it back on track. We do not recommend this course of action. If you are involved with a project that is not working, it is important to recognize its shortcomings and terminate it. By including people who have worked on the project in the decision to end the project, you avoid miscommunication and can use the mistakes that were made as a learning experience to help you on your next effort.

FUNDING SOURCES FOR INSTITUTIONALIZATION

Every organization that learns about your project or is associated with it is a potential funder who can help institutionalize your project. Most communities have ongoing sources of funding that might be used to support family day care. Each community is unique, however, and you will need to search to find a solution that works in your area. The key is interesting other groups in family day care and integrating your project into their organizations.

Potential funding sources include The United Way, the federal government's Cooperative Extension Service, community colleges, vocational/technical programs, and Adult Education Programs. *(See Chapter 5, Building Relationships with Funding Organizations).*

OBSTACLES TO INSTITUTIONALIZATION

Too often, the obstacles to institutionalization lead to sudden endings of excellent projects. Carefully consider which of the following might be obstacles in your community:

- **Competition.** In some communities, organizations that need to work with each other to institutionalize projects are in competition for limited funds. As a result, each feels that working with the others may jeopardize its own funding opportunities. Competitive groups should remember that funding organizations are impressed by projects that have the support and guidance of a variety of key organizations. Competitive groups need to understand that most communities are too large and diverse for any single funder to serve them adequately. Forming collaborative relationships among competitive organizations is often an efficient and effective use of resources.
- **Inability To Give Up Ownership.** Some organizations do not institutionalize projects because they do not want to give up ownership of the projects. Many groups feel that no other organization can do the job as well as they have.
- **Lack Of Resources.** Organizations without the resources necessary to support a project should consider whether it is better for the project to be institutionalized elsewhere, or whether it should exist at all. True, the institutionalized project may be different from the original project, but still may be able to meet an important community need.
- **Lack Of Planning.** The most common cause for the abrupt end to good projects is lack of planning. Key considerations in project planning and implementation are:

  1) developing advisory and partnership relationships,

  2) evaluating the project, and

  3) securing ongoing funding.

Chapter Two

Successful Strategies For Working With Advisors And Partners

An organization working in isolation is rarely as effective as several groups working cooperatively towards a common goal. This chapter suggests ways to develop productive advisory and partnership relationships, which were key ingredients in the success of the National Family Day Care Project.

> "... There was a direct relationship between the local NCJW Sections' success in establishing effective collaborations and the eventual achievement of positive project outcomes ..."
>
> ***Richard Ray, Ed.D.,*** Post-Doctoral Fellow, Bush Center in Child Development and Social Policy

- **Advisory Relationships.** Organizations serving as advisors to NCJW volunteers supplied *guidance to* the local family day care projects, in the form of advisory committees, steering committees, or informal groups of advisors.
  - For example, in Cincinnati, NCJW convened an advisory committee that included family day care providers, representatives from the county's Department of Human Resources, and the local 4-C. Together these groups helped NCJW develop a successful outreach effort that substantially increased the number of family day care providers attending the annual Ohio Association for the Education of Young Children conference.
- **Partnerships.** The organizations in partnerships with NCJW volunteers shared *resources* and/or *responsibility* for the family day care projects, usually as part of collaborative efforts, public/private/volunteer partnerships, or coalitions.
  - One example of a successful partnership occurred in Houston, where NCJW worked as part of the Greater Houston Alliance for Better Child Care to conduct regional and statewide advocacy campaigns, supporting revised deed restrictions to permit family day care in all residential neighborhoods.

The difference between advisors and partners is not always obvious. The difference generally lies in an organization's overall commitment to a project. The advisory committee member may be involved in planning, but his/her organization may not have committed significant resources or taken responsibility for the project. Conversely, a partner organization minimally involved in planning may be providing significant funding resources.

Many projects include both partners and advisors. For example, several organizations can form a partnership to sponsor a project, and receive guidance from an advisory committee. NCJW volunteers often identified project partners and advisors during the needs assessment stage of the project.

The NFDCP also has national level advisor and partner relationships.

- **National Advisors:** The NFDCP's national advisory panel includes public and private sector experts on family day care, representing national associations, corporations, child care agencies, and researchers *(See Appendix C: National Advisory Panel).*
- **National Partners:** The NFDCP's national partners include The Bush Center in Child Development and Social Policy at Yale University, and The Bank Street College of Education, which jointly evaluated the NFDCP. Other national partners are foundations and corporations that support the project financially, including: The Smith Richardson Foundation, The Ford Foundation, The A.L. Mailman Family Foundation, Mervyn's and Target Stores/Dayton Hudson Corporation, The AT&T Foundation, The Levi Strauss Foundation, Kiwanis International, US WEST, Steelcase Inc., Work/Family Directions, The Partnership Group, Hasbro Children's Foundation, Edison Electronic Institute, and The Sara Lee Corporation.

Why Work With Advisors and Partners?

You may have reservations about working with other organizations. Perhaps you feel you are already too busy, and working with advisors and partners means more meetings and new questions of control, responsibility, and recogni-

tion. Political differences between organizations may also surface. Cultivating advisory and partnership relationships is nevertheless worth the extra work, even with the potential problems. *(See Appendix D: Fact Sheet on Working with Advisors and Partners)*

Successful advisory and partnership relationships benefited local NCJW Sections because they didn't feel as though they were working in isolation, but rather had a core group of supporters and resources to call upon. The relationships gave each project greater visibility in the community since more people and organizations were involved and aware of the initiative. Also, the different perspectives from the wide range of groups involved strengthened each project, increasing its value to families, child care providers, and the community.

Leaders from other organizations are more likely to understand and support your project if they are involved in its development and implementation. Advisors and partners from diverse ethnic, economic, and religious groups will help make your project relevant to a larger, more varied sector of the population, giving you broader community support and resulting in a more effective project.

Working with advisors and partners increases the likelihood that your project will truly address community needs. By coordinating their efforts, competing organizations can avoid unnecessary duplication of services, and improve existing services.

In addition, working with advisors and partners may be the only way to raise the funds necessary to address community needs. Advisors and partners increase a project's fundraising potential in at least four ways:

1) Funding organizations are impressed by projects that have the support and guidance of several key organizations;
2) Advisors' and partners' contacts with funding organizations and officers can be useful;
3) Advisors and partners can often provide in-kind resources such as secretarial help, office space, graphic design and printing; and
4) Some partners are able to provide direct financial support to the project.

Rationale For Forming A Community Child Care Partnership In St. Louis

- Child care issues are too numerous and far reaching for any one group to solve very effectively.
- There is little existing coordination and collaboration among providers of, or advocates for, child care.
- Innovative approaches and new resources may be generated by involving groups which traditionally have not been very involved in child care issues.

from a proposal by the National Council of Jewish Women, St. Louis Section, 1990

FOCUS ON ADVISORY RELATIONSHIPS

The advisory relationships developed by NCJW Sections took two basic forms:

Formal Advisory Committees: These included advisory boards and steering committees. Generally, the more formal the advisory committee, the stronger the support, which in turn led to a more successful project.

Informal Individual Advisors: These were organizations or individuals that the NCJW Sections consulted occasionally on various aspects of the project. Volunteers using informal individual advisors usually regretted this approach by the end of the project. In most cases, these Sections went on to develop more formal advisory committees later in the project, or in their next family day care efforts.

Despite encouragement by the NFDCP staff, a few Sections sought little or no advice from other organizations. These projects tended to be the least successful. Clearly, developing a formal advisory committee is a valuable investment of time and energy that can contribute to a successful, comprehensive project.

How to Form Advisory Committees

Advisory committees should begin as early in a project's life as possible, so advisors can help choose and design the project. Often, it is easiest to begin with a very small advisory committee, for example three or four community leaders with whom you are comfortable. Then, as the idea for the project evolves, you can expand the committee as needed. Again, the same groups and organizations contacted for community interviews will make up the bulk of the people forming your advisory committee.

The following criteria will help determine effective advisory committee members.

- **Which organizations and individuals have a stake in the issue?** Identify organizations whose participation in your committee is likely to address their own priorities.
- **Which organizations and individuals have specific talents that your community's project can benefit from?** Who could help you design a project to meet family day care needs? Insure that the project will work? Raise funds? Make contacts? Encourage community support and visibility?
- **Which organizations and individuals do you need to reflect the ethnic, linguistic, and socio-economic diversity of the community?** It is important that the advisory committee reflect the diversity of the community you're working with. If you omit the various ethnic, linguistic and socio-economic groups, you will encounter strong resistance from these same groups when you attempt to launch your project in the community.

- **Are you making sure that each advisor represents only one perspective?** The local NCJW Sections encountered fewer complications when each advisor represented only one perspective, allowing him/her to focus on one constituency. Sometimes decisions that best serve the needs of one group do not serve the needs of another. For example, the person representing the Resource and Referral (R&R) organization may be a former family day care provider. It is best, however, if she just represents her present role in the R&R and a provider currently offering services represents providers.

- **How large should your advisory group be in order to be manageable and effective?** Generally, the NFDCP found it best to use people who really wanted to participate rather than include people just for the sake of numbers. Having a pool of talented people to choose from is a nice problem to have. One possibility for managing large numbers is to divide the advisors into subcommittees. The subcommittees could include citizens who represent a range of diversity in your community, which will help increase acceptance of the project.

Some people and organizations will not be advisors but still can contribute to the project. Keep these people informed by sending them press releases, newsletters, or project updates. As the need for additional expertise arises, you may want to ask them to join specific committees or contribute on an ad hoc basis.

Once you have identified appropriate individuals, you need to reach out to them in a way that is going to engage their interest. The NFDCP found the following steps effective in attracting talented people to the project:

1) **Be clear about why you are approaching people.** The NFDCP volunteers found it useful to state exactly why they had chosen each person to work on a project, and why his/her input was important to the project's success. Telephone people with whom you are comfortable, and follow up your contact with a letter. People you don't know should be sent a letter inviting them to become advisors, stating that you will call soon to discuss your request.
2) **Explain what is expected.** Let individuals know what their specific responsibilities and time commitments entail. You want people joining the project knowing that they are going to be expected to contribute.
3) **Explain how they will benefit.** Explain to your contacts that, although you're asking for their expertise, their involvement will benefit their organizations as well.
4) **Follow up on your contacts.** Allow 2-3 weeks for a response to your request for involvement. Some people respond immediately; others never; most somewhere in between. In any event, it is your responsibility to follow up with anyone you do not hear from.

Working with Advisory Committees

Once your advisory committee is established, the following guidelines will be useful for making sure the group is a success.

- **Develop a Common Base of Knowledge.** Do all the advisors understand the specific issues in question? Do they understand the possible options? Presentations by experts, question and answer periods, and group discussions will help advisors act effectively because everyone understands what is expected and what the project goals are.
- **Address Advisors' Needs.** Think about how to make the project meet each advisor's needs in some way. One approach is to provide time at the end of meetings for people to share information about upcoming events and developments in their organizations. Colleagues may work in the same field, but rarely speak with each other. Providing time for people to informally socialize will also be appreciated.
- **Form Subcommittees.** As you choose a project and start planning, it is often useful for the advisory committee to form subcommittees to address specific tasks. As mentioned previously, the composition of your advisory panel also can influence the practicality and usefulness of subcommittees.
- **Personalize Responsibilities.** Each advisory committee member brings something different to the project. Some members will take responsibility for specific tasks. Others will not be able to accept specific responsibilities, but will attend meetings and provide valuable input. Others may not be able to attend many meetings, but have good contacts or can carry out a specific function independently. It is common for some advisors not to attend meetings or take any responsibilities. Yet their support, even if in name only, is important because it lends credibility to the project.
- **Limit Advisor Turnover.** Try to pace advisory committee members' responsibilities to avoid burnout. After a subcommittee finishes a major task, acknowledge the contribution of its members, and lighten the load for a period of time.

FOCUS ON PARTNERSHIPS

Partnerships are more intimate than advisory relationships. Partners share resources, responsibility, credit, and blame for the project. The value of partners is that they give a project a larger base of people who have a genuine stake in the project's success.

As with advisors, you want to include partners as early in the project as possible so they have some influence in

the choice and structure of the project. Once again, the people and organizations to consider are those you will be talking with during your community interviews.

Working with Partners

The following guidelines for building successful partnerships are based on the NFDCP experience.

- **Develop a Comprehensive Mission Statement.** NCJW Sections that formed partnerships found that constructing a mission statement early in a partnership avoided many problems. The statement should address the partnership's goals, each organization's responsibilities and contributions, decision-making procedures, and handling of publicity. Anticipating these sensitive issues helped avoid unnecessary conflicts.
- **Develop Common Goals.** Developing shared goals among partners takes time, but it is time well spent. The larger the issue you are addressing, the longer you will probably need to identify and agree on goals (Waddock, 1988).
- **Share Control and Responsibility.** Organizations in partnerships must determine a comfortable system by which to share control and responsibility. Partners often divide a project and take responsibility for different parts.
- **Acknowledge and Value Each Partner's Contribution.** Organizations in partnerships should be equally committed. Some organizations may be able to make financial contributions. Other organizations may not be able to commit funds, but should be recognized for non-financial contributions, such as representation of specific perspectives. For example, a family day care provider association may not be able to contribute financially to a project, but is an important partner because it represents providers' viewpoints. Each partner's contribution should be clearly acknowledged.
- **Share Decision-Making.** Partnerships need to adopt an efficient and fair method of decision-making. Some decisions may not require a formal vote. Important and potentially controversial decisions probably should be discussed until a consensus is reached.
- **Preserve Organizations' Distinct Identities.** In some NFDCP communities, situations in which partners did not get credit for their work gave the term "partnership" a bad name. For example, handling publicity can be difficult. One approach is for partners to issue their own publicity, with the agreement that all publicity must mention all the partners. Another approach is to issue all publicity jointly, so that each partner can approve the press release, article, or public statement. The key is for all the partners to agree on how to handle publicity before the project begins.

  Several NCJW Sections that worked with partners on their family day care projects found it worth the investment to print letterhead for the partnership, listing partners' names and in some cases their logos.

Weighing the Pros and Cons of Partnerships [5]

Partnerships in child care, as in other fields, don't always work. Avoid conflicts and poor choices by carefully considering the following questions before you consider forming a partnership relationship.

- **Politically and practically, which partners are crucial making the project happen?** Once you have identified the crucial organizations, you will know where to focus your efforts.
- **Do the benefits outweigh the disadvantages?** Working with partners usually means a project takes more time and energy to plan and implement. For each potential partner, consider the benefits of working together described earlier versus the disadvantages. If you have identified a potential partner as crucial, it will be worth overcoming significant disadvantages to work together.
- **Will the organization or individual oppose change?** The reality in many communities is that some organizations or individuals are difficult or even impossible to work with. They hold onto the *status quo,* pursue only their own ideas, or are highly competitive, never trusting other organizations.

  If you have identified any such organizations or individuals as crucial to your project, brainstorm with close colleagues about how to work with them. If this seems impossible, develop ways to accomplish your objectives without the organization or individual.

LIMITED PARTNERSHIPS

Sometimes an organization is not interested in or able to form a full partnership. In this instance, you can form a limited partnership, sharing some information, or working together in a pre-determined way. Limited partnerships can serve as stepping stones to more extensive relationships between organizations. Even small amounts of sharing and interacting help organizations build trust and appreciate the benefits of working together. For example:

- In El Paso, NCJW worked with the Texas Department of Human Services (DHS) and the YWCA to develop a consumer booklet in English and Spanish on choosing quality child care. The DHS provided

[5] This section and the one on competition and partnerships were influenced by a presentation by Tom Copeland at the "Hard Questions in Family Day Care Roundtable," held in June 1989, and sponsored by the National Council of Jewish Women in cooperation with the Bush Center in Child Development and Social Policy, Yale University. For ordering information on *The Hard Questions In Family Day Care,* a report based on the Roundtable, see Appendix B.

information for NCJW to use in the booklet; the YWCA translated the text into Spanish and helped print the booklets.

RUNNING EFFECTIVE MEETINGS

Once you have formed your advisory and partnership relationships, you will be holding meetings with the people involved. Effective meetings are essential to successful advisory committees and partnerships. Following are suggestions for preparing and conducting successful meetings:[6]

- **The Fewer Meetings, the Better.** Try to request advisors' and partners' time only when necessary. Some groups schedule regular meetings, while others find it more efficient to meet on an as-needed basis. Often, subcommittees can meet instead of the entire advisory committee or group of partners.
- **Avoid Scheduling Conflicts.** Scheduling meetings with advisors or partners who are family day care providers or parents of children in child care requires extra planning since daytime meetings will be difficult for them to attend. One option is holding meetings during dinner or later in the evening. Another option is for your organization to help providers locate and pay a substitute so they can attend day meetings. Small meetings might be held at a provider's home during nap time. A parent's employer might agree to hold a meeting in the office during lunch. Also, keep in mind that other advisory and collaborative partners may need assistance arranging child care.
- **Prepare Ahead of Time.** This means everything from checking on the room, the refreshments, and the agenda, to anticipating the task assignments and possible conflicts between participants. Consider which preparations you need to make and which can be delegated to others.
- **Keep Meetings Short.** Brief, task-oriented meetings are rewarding and will keep your partners involved.
- **Help the Group Divide Responsibilities into Manageable Tasks.** Try to make certain that members understand how their tasks fit into the larger picture.
- **Help the Group Establish Realistic Schedules.** The meeting agenda and timelines for project implementation should be as realistic as possible. Schedules that do not allow enough time to accomplish goals are discouraging, while successful experiences are motivating.
- **Keep the Meeting Focused.** Allow time to discuss the issues and summarize results, but make sure that people do not monopolize the meeting, excessively repeat points, or stray too far off the topic. Keep to the agenda unless partners agree to modifications.
- **Encourage Participation.** Create an atmosphere of support and trust by reinforcing good suggestions and asking listeners for their opinions. When appropriate, build on partners' ideas.
- **End Meetings by Setting the Stage for the Next Meeting.** Summarize what was discussed, identify the next steps, review assignments, and set a time and place for the next meeting.

FINALIZING ADVISORY AND PARTNERSHIP RELATIONSHIPS

Some advisory relationships and partnerships end when the project is completed. However, aspects of the relationship continue. For example, organizations may become accustomed to sharing information and continue this practice beyond the life of the project. Other advisory relationships and partnerships help to institutionalize the project, and then continue indefinitely *(See Chapter 1, Part 3, Institutionalization)*. Still other advisory relationships and partnerships continue beyond the life of the project by taking on a new project.

If there is no longer a reason to keep people connected at all, it is your responsibility to provide some type of closure to the relationship, ranging from a thank you letter to a debriefing meeting or social gathering.

[6] Massachusetts Department of Education. Bureau of Early Childhood Programs. *Early Childhood Advisory Councils: A Handbook for Chapter 188 Early Childhood Advisory Councils.* Bureau of Operational Support. 1988.

Chapter Three

Advisors And Partners: Individuals And Organizations To Consider

The individuals and organizations interviewed during your project's needs assessment phase are typically good choices for developing advisory and partner relationships. In this chapter, we examine community contacts individually to illustrate how each type can contribute to your family day care project.

FAMILY DAY CARE PROVIDER ASSOCIATIONS AND INDIVIDUAL PROVIDERS

Most communities have family day care associations. Some local associations have organized regional and statewide groups, and the National Association for Family Day Care represents family day care providers at the national level.

It is essential that family day care projects involve family day care providers in the planning and implementation phases. While providers work long hours and may not have much time and energy to organize family day care projects, they do have the time and energy to play an important role. By forming advisory relationships and partnerships with provider associations and individual providers, a project gains credibility through the vital perspective of first-hand experience.

> "The cycle of 'doing for' providers must be broken ... Only when child care agencies begin to 'work with' providers can they expect to increase provider involvement, thus creating *appropriate* resources and support for the profession."
>
> ***Windflower Enterprises,*** 1990

Your community's provider association leaders offer the perspective of the organized, regulated family day care community. Individual providers will bring additional diversity of opinion. You will want to assess the kind of providers in your community—young mothers, providers with grown children, providers who include a strong religious component to their service, low income providers—and try to represent each type on your committees. Therefore, a leader from your community's child care provider association(s) *and* individual family day care providers should be considered as advisors to any family day care project. Additionally, family day care associations should be seriously considered as partner organizations.

CHILD CARE RESOURCE AND REFERRAL AGENCIES (R&Rs)

The Resource and Referral Agency (R&R) in a community is often the "gatekeeper" with respect to child care activity and tends to initiate or play a role in most endeavors. Many communities have more than one R&R. Some R&Rs are not-for-profit and others are for-profit. A handful of states subsidize statewide R&R systems.

Most R&Rs have direct contact with providers and will be useful to family day care projects. Your family day care project should include the R&R director or family day care specialist in an advisory and possibly partnership capacity for several reasons:

- In their gatekeeper role, R&Rs know about most services already available to providers and parents. R&Rs will help coordinate your project with existing services and avoid unnecessary duplication.
- R&Rs are good sources of information about child care in the community. R&Rs know about the supply and demand of child care because they are in contact with providers and parents. Additionally, the local R&R may be the most experienced child care organization in the community and know the history of what projects have been tried, what has worked, and why.
- R&Rs help make contacts with organizations in the public, private, and volunteer sectors. R&Rs are likely to know which organizations have an interest in child care, and who at the organization should be contacted.

Child care resource and referral agencies (R&Rs) educate parents about their child care options, explain how to identify high quality care, and refer parents to open child care spaces. R&Rs also work to increase the quality and supply of child care resources in a community. For example:

- R&Rs may recruit and train family day care providers.
- Many R&Rs collect data on the supply and demand for child care and contract services to local employers.
- Some R&Rs provide training opportunities or maintain a lending library of materials and equipment for providers.

PARENTS WITH CHILDREN IN FAMILY DAY CARE

Parents with children in family day care have a vested interest in local projects being successful, yet many initiatives forget to involve them. Parents should be included as advisors, and organized groups of parents could be partners. The primary qualification for parents is that they have, or recently had, children in family day care and are interested in improving the family day care field.

The benefits of working with parents with children in family day care include:

- **Parents can be useful in an advocacy role.** Family day care providers and child care agencies often notice the absence of parents when organizations meet with or testify before the state legislature or local zoning boards. Officials want to know what parents think, and will be more responsive if they see parents actively involved in advocacy efforts.
- **Parents can be a tremendous asset to community service, consumer education, and provider recruitment efforts.** For example, in provider recruitment campaigns, parents might have ideas about how to appeal to parents of young children who are considering becoming providers. For consumer education projects, parents could help plan strategies to reach parents, speak to groups of parents about finding high-quality child care, and review written materials to make sure they communicate the intended message.

VOLUNTEER ORGANIZATIONS

In recent years, family day care has formed successful partnerships with employers, foundations, and the media. The important skills and resources offered by volunteer organizations, however, often are overlooked *(See Appendix F: Fact Sheet on Volunteers).*

Volunteer organizations vary from community to community. Some of the better-known groups include The American Association of University Women, The Junior League, Kiwanis International, The League of Women Voters, The National Council of Jewish Women, The Urban League, 4-H and Rotary Clubs, various business and professional women's groups, church and synagogues, fraternities and sororities.

What skills do volunteers bring to child care projects? A common myth about volunteers is that they only stuff envelopes or provide extra help in caring for children at a child care center or family day care home. Another myth is that volunteers only provide funding for other organizations' projects. At a time when public resources are severely limited and the private sector inundated with requests to fund social programs, the value of volunteers' skills and resources should not be underestimated.

While some volunteers do assist with clerical work, perform direct services, and provide funding—volunteers have a strong tradition of cultivating social change. The benefits to forming advisory relationships and partnerships with volunteer groups are as follows:

- **Volunteers can identify and draw public attention to societal problems and unmet community needs.** Volunteers have played significant roles in all of the major social change movements in this country, including the abolition, civil rights, and women's movements. Clearly there is a role for volunteers to play in advancing family day care initiatives in your community.
- **Volunteer organizations can risk supporting new, creative programs.** Many of the more innovative social services have been initiated by volunteers working in conjunction with social service agencies. The fact that volunteer groups are relatively free from government and business constraints give them greater flexibility in addressing problem areas.
- **Volunteers are perceived as working solely for the interests of children, families, and providers.** Volunteers will balance a perception some people have that paid child care professionals are only working for their organizations' interests.
- **Volunteers often have contacts and relationships with key community organizations,** such as ethnic and religious groups, funders, and business organizations.

GOVERNMENT REGULATORY AGENCIES

State requirements for family day care regulations vary tremendously. Requirements differ for total size, number of infants, child/provider ratios, training requirements, and licensing. Yet, despite the enormous effect state agencies

have on the field, staff members are often not included as advisors or partners in projects focusing on family day care. The benefits of forming advisory relationships and partnerships with these agencies include:

- **Regulatory agencies often have provider contacts and can help inform providers about your project.** For example, government staff often speak to providers who call for information and attend orientation workshops. Additionally, some agencies make home visits to approve or monitor homes. Regulatory staff can tell providers about your training workshop or grant program, for example, and distribute written materials about your project.
- **Keeping regulatory staff informed about various family day care issues and initiatives will improve overall quality and help meet family day care supply and demand needs.** Children, parents, and providers all benefit when a community has a sufficient number of well-trained staff sensitive to the unique challenges of family day care. Everyone also benefits from sensible regulations and a manageable process. Including regulatory staff in your project will help meet these goals.

Most states regulate family day care in some way. These regulations vary enormously from state to state, by method of regulation and by type and stringency of requirements. Methods of regulation include licensing and registration.

- In order to become licensed, a provider's home usually must pass an on-site inspection.
- Becoming registered usually involves provider self-inspection and self-report.
- Some states require licensing or registration and others regulate family day care on a voluntary basis.
- Two states do not regulate family day care at all (Morgan, 1986).

Other government agencies concerned with family day care, such as mayor's offices, county governments and agencies that coordinate welfare reform, children's services, and other community development projects, should also be considered for your project. The benefits of forming advisory relationships and partnerships with these organizations include:

- **Their cooperation may be helpful to effect change.** The local government is a major part of the community. Local officials need some representation to help advance the project's goals.
- **Government agencies represent additional resources, such as publicity, in-kind services, and funding.** The inherent power of government agencies will help your project, and, government agencies will help alert you to economic development funds that may be available for your project. Government agencies are interested in the success of family day care projects not only for the benefits they bring the community, but also because they can be a source of added employment to the municipality.

UNITED STATES CHILD CARE FOOD PROGRAM (USCCFP) SPONSORS

The United States Child Care Food Program (USCCFP) is a federally funded program of the Department of Agriculture. The CCFP reimburses providers for meals served to children in care. In 1988, regulated providers involved with the CCFP received on average almost $2,500 annually in reimbursements (about $2.20 per child per day).

Providers who are part of the program usually receive three home visits annually and may be required to attend workshops on proper nutrition. The home visits and workshops are arranged by a CCFP sponsor. The sponsor distributes provider reimbursements, and earns a percentage to pay for administrative costs.

The role and scope of service offered by CCFP sponsors varies. Sometimes R&Rs or other not-for-profit organizations sponsor the CCFP as one of their services. In other instances, several individuals and for-profit organizations sponsor the CCFP. Some CCFP sponsors cooperate with each other and with child care agencies, while others compete to sign up providers. Additionally, sponsors may use workshops and home visits to provide training and support to the required nutrition curriculum.

Regardless of the approach of the local sponsor, there are benefits to forming relationships with CCFP sponsors. For instance, CCFP sponsors can broaden the nutritional understanding of family day care providers. In the course of their responsibilities, CCFP sponsors can go beyond the required nutrition curriculum—for example, by offering information about training, ideas for activities, or assistance in setting up the house. By building partnerships with CCFP sponsors, your organization can help make their home visits and workshops more educational for providers.

Also, CCFP sponsors can help inform providers about your organization's services. CCFP staff can tell providers about support groups or training and can distribute written materials about your project.

ASSOCIATIONS FOR THE EDUCATION OF YOUNG CHILDREN (AEYCs)

Increasing numbers of Associations for the Education of Young Children (AEYCs), and their affiliates, are including family day care providers in their ranks. The National

AEYCs with over 70,000 members, offers professional development opportunities to its members, serves as an information clearinghouse, and provides a forum for discussion of major issues in the field in order to improve the quality of services to children. Local AEYCs elect family day care providers to their boards of directors, organize workshops for providers at conferences, and sponsor training programs. Benefits of forming advisory relationships and partnerships with your local AEYC include:

- **A united child care front.** In many communities, there is an artificial separation between family day care and center-based care. Through the AEYC, family day care providers and center-based staff can interact, discover what they have in common, and learn about the unique qualities of each type of care. Advocacy and parent education efforts are more effective if the AEYC represents both family day care and center-based care.
- **Greater attention and resources for family day care.** The AEYC may be well-known in the community. Often AEYCs sponsor the annual Week of the Young Child. Being affiliated with the AEYC helps parents and others learn about family day care, and increases support for providers in the community.

COMMUNITY COLLEGES, VOCATIONAL-TECHNICAL SCHOOLS, AND UNIVERSITIES

Training institutions offer entry-level training and welcome providers who need their services. Colleges and technical schools offer courses and early childhood degrees. These institutions are valuable to your project.

There are several benefits to working with these institutions:

- **Better training opportunities for providers.** By building relationships with these institutions, you can encourage them to offer training needed by providers, encourage them to hire providers, and encourage hiring providers as instructors.
- **Greater access to federal vocational and technical funds to pay child care instructors.**
- **More opportunities for providers to earn academic credit in early childhood education and increase their professional development.**
- **Significant impact on curriculum offerings and the institution's overall early childhood training perspective.**
- **Adult education programs.** School districts often sponsor adult education programs which are usually supported by school taxes and user fees. Similar to community colleges and vocational-technical programs, these programs can be beneficial for extensive family day care training.

COOPERATIVE EXTENSION SERVICE

Every county in the United States is served by the Cooperative Extension Service. The program is supported with regular, federal funding from the Department of Agriculture. Cooperative Extension Services traditionally offer services to meet local needs of family farming, horticulture, and related activities, such as nutrition and homemaking. Cooperative Extension Services also offer services concerned with small business operations. Some even focus specifically on projects supporting family day care providers. If you interest them in family day care and integrate your project into their organization, the Cooperative Extension Service can be of great benefit to a family day care project.

SCHOOL DISTRICTS, HEAD START, AND CHILD CARE CENTERS

School districts are increasingly involved with early childhood education. Examples include programs for young children with special needs, pre-school programs, and before and after-school programs.

Head Start and child care centers have been operating programs for young children for decades. In most communities, however, these early childhood programs are surprisingly separate; separate infrastructures, separate funding streams, and in some cases, long-standing animosities discourage these early childhood institutions from forming partnerships.

These separate programs, nevertheless, are working with children with similar needs, whether they are called pre-kindergarteners, child care centers, or nursery schools. Caregivers in all these settings need to understand developmentally-appropriate practices. The best way to promote good care for children is for community groups and agencies to work cooperatively.

The benefits of forming advisory relationships and partnerships with these early childhood education groups include:

- **Cost Reductions.** All programs that care for young children need similar materials, such as toys, equipment, and books. All people who care for young children need certain types of training, in, for example, developmentally-appropriate practices and communicating with parents. Materials and training are often less expensive when purchased for larger groups.
- **Coordinating services.** Children may need help making the transition from one early childhood program to another as many nursery schools, school-based and Head Start programs are scheduled for a half day. Building partnerships among these groups can lay the

groundwork for smooth transitions for children as they move through different programs.

- **Increased political clout.** Legislators find individual groups easier to ignore when they lobby for their own special interests. When family day care, child care centers, nursery schools, school districts, and Head Start work together toward common causes, they command attention.
- **Alternative career options for caregivers as a means of retaining experienced providers.** A consequence of the separate early childhood systems is that providers often are unaware of the variety of jobs in the child care field. By working together, the systems could encourage providers seeking to change their situations to switch to other jobs within the field. For example, a caregiver in a child care center might want the challenge of being her own boss and starting her own business, and so she might become a family day care provider. Conversely, when a family day care provider's own children enter school, she may want more adult company at work and choose to work in a child care center or school-based program.
- **Increased equity.** The separate early childhood programs have different training requirements and pay scales. While the systems will probably never be the same, they all could benefit from increased reciprocity and coordination. For example, school-based providers could be required to meet the state standards for child care providers. This would allow them to take jobs in other early childhood programs and mean that child care providers who meet state regulations would have some of the qualifications required by school-based programs.

THE BUSINESS COMMUNITY

Employers and business associations (such as the Chamber of Commerce) are interested in child care for at least two reasons. First, employees need quality, affordable child care to be a productive workforce. Second, they want to be "good corporate citizens" and help keep the community they do business in a good place to work and live.

The benefits of forming advisory relationships and partnerships with the business community include:

- **Business skills.** The business community has experience planning and implementing successful projects.
- **Resources.** The business community has substantial resources which could be applied to increasing the quality and supply of care and make it more affordable.
- **Funds.** Corporations may have contacts with, or be an arm of, a potential funder for your project.
- **Visibility.** Being aligned with members of the business community will provide your project greater visibility throughout the community and within individual companies.

THE MEDIA

You should include members of the media as advisors or partners in your family day care project. The media tends to be responsive to organizations that keep them informed and to which they can turn for expert opinions and quotes. The media also likes to be viewed as being supportive of positive programs that benefit the community.

Benefits of working with the media include:

- **Publicity.** The media can turn interesting aspects of your project into positive, newsworthy stories which increase visibility and benefit the entire early childhood community.
- **Explaining your project.** The reach of the media provides a good source of communication that is necessary for your project to appeal to a wide audience.
- **Establishing a presence.** Consistent coverage of your project in the media adds credibility and shows it is an ongoing effort.

Chapter Four

Measuring Success: Evaluating Your Project

WHAT IS A PROJECT EVALUATION?

A project evaluation is the process of determining how well your project is working and whether or not it has achieved its expected benefits. In addition, while you are probably confident that your project is worthwhile, potential funders often require objective evidence of the benefits of your project.

Evaluating your project will help you:

- **Understand Your Project**
  Evaluation often begins with a detailed description of what is happening on the project. The evaluation process helps identify strengths and weaknesses and determine if the project is being implemented as planned. *This is called Implementation Evaluation.*
- **Improve Your Project**
  Evaluation can be used to improve the way a project works and expand its accomplishments. Documenting project planning and implementation, and continually asking yourself if you are meeting your goals, will help you keep advancing your project. *This is called Formative Evaluation.*
- **Assess Outcomes of Your Project**
  Evaluation is also used to document a project's effects to see if it is having the intended benefits. *This is called Outcome Evaluation.*
- **Weigh the Costs and Benefits of Your Project.**
  In some cases, an evaluation can be designed to examine the value of the resources necessary to run the project as compared to the value of the outcomes it produces. This approach gives an indication of the project's cost/benefit ratio, or its efficiency. *This is called Cost-Benefit Analysis.*

Evaluations require advance planning. Frequently people realize at the end of a project that they should have been planning and conducting an evaluation all along. This chapter includes 12 steps to help you design and plan an evaluation to fit your project's needs.

However, these steps are only general guidelines and examples. When planning your evaluation, consult with outside professionals and other project staff who have conducted evaluations, and review reference materials on program evaluations to gain more detailed and explicit information about how to proceed. At the end of this chapter, there are suggestions for further reading. Your evaluation requires careful thought and planning, but in the end you will find that it was time well spent.

By the same token, not every program should be or needs to be evaluated. Prior to planning the evaluation, careful attention should be paid to determine if an evaluation is necessary or advisable. If a new study would place unmanageable strain on the financial resources or personnel of your operation, then the time is probably not right for an evaluation.

However, if your project is up and running, if there is a clear need for highly reliable information about the effectiveness of the project, and if the requisite staff and resources exist to support such an endeavor, then the time is right to consider planning an evaluation.

STEP 1:
Identify the Project's Goals

To evaluate whether or not your project is meeting its goals, those goals have to be clear. This step requires consultation with project staffers and any agencies involved in the development or implementation of the project. Often those involved in a project have different ideas about the goals, and such discussions can be illuminating for all involved.

Goals of your project might be:

- Change local zoning policies;
- Provide new resources for family day care providers;
- Educate the community about family day care;
- Create new partnerships in the community;
- Influence public policy on family day care;
- Work with and empower family day care providers.

STEP 2:
Identify the Project's Strategies to Meet its Goals

To evaluate how effectively the project is meeting its goals, you must define the strategies you are employing. Again, this step will require discussions with project staff and others involved in the development and implementa-

tion of the project. For examples, strategies employed by a family day care recruitment campaign might include:

- Work collaboratively from the beginning with organizations that offer ongoing support to providers and might continue recruitment activities when the project is completed;
- Conduct market research that identifies specific parent-consumer needs, including the:
  - age and geographical location of children needing care;
  - hours care is needed or other scheduling needs;
  - special needs of children;
- Plan and execute a recruitment campaign to develop the kinds of child care that market research identified as being needed;
- Document the number of people who respond to at least one recruitment approach (e.g.posters, advertisements, or brochures); and
- Develop a basic orientation for providers.

STEP 3:
Develop an Initial List of Evaluation Goals

In light of the project's goals and strategies, the purpose of the evaluation needs to be determined. Not every evaluation will answer all possible questions about a project. For example, some evaluations will focus on describing the activities of a project to determine if the project is operating according to plan (Whom does the project serve? What activities are offered? How are activities planned?) Other evaluations focus on determining whether or not the project is producing the intended results (Do the activities of the project have the intended effect?)

Still other evaluations might focus on the costs of operating a project to determine the resources required for expansion and dissemination. Discussions with potential audiences of the evaluation can help clarify which type(s) of evaluations will be useful.

Evaluation Goals Help:

- Evaluate your project as it develops and fine-tune it on an ongoing basis.
- Assess progress toward meeting specified objectives.
- Identify weaknesses and rectify problems early.
- Describe programs and codify procedures so they can be duplicated by others.
- Document qualitative impressions — to show patterns, suggest new theories, identify critical points of project effectiveness.
- Quantify actions taken (units of service, time, cost, procedures, products).
- Assess program impact and demonstrate that the observed changes were a function of your intervention, not other factors.
- Test theories/hypotheses about why the program is working or failing to work.
- Document accountability to funders and sponsors.
- Document cost accountability (cost/benefit or cost/utility analysis).

STEP 4:
Identify the Audience for Your Evaluation

It is important to determine the audiences with whom you plan to share the results of your evaluation. The choice of audiences will in part shape the evaluation conducted, its goals, and the language used to report the findings. Appropriate audiences might be:

- Family day care providers, associations, and family day care support organizations;
- Community-based organizations that want to conduct family day care support activities and learn from your project's experience;
- Policy makers and researchers who need information about the effectiveness of various strategies for supporting family day care;
- Funders who need evidence of the accomplishments of the project;
- Staff members who work on the project;
- Other organizations whose support is needed or who might eventually adopt or replicate the project.

STEP 5:
Consult With Your Audience and Finalize the Evaluation's Goals

In light of the interests, capabilities and perspectives of the relevant audience, you need to select a final list of evaluation goals. Many of your final evaluation goals will be similar to the proposed project goals, but are likely to be further refined. Other goals may not have been suggested in the initial project goals, but will have been inspired by consideration of the target audience.

STEP 6:
Identify Research Questions

Once you have finalized the evaluation goals, the next step is to generate a list of specific research questions relevant to your evaluation goals. Consultation with the audience and project staff will be of vital importance when

you frame your research questions. Depending on your evaluation goals, examples of relevant research questions include:

- What activities were planned and implemented?
- What new resources were offered for family day care providers?
- How effective were the strategies employed?
- What new partnerships were created?
- How did the project influence other community organizations?
- How did the project affect the family day care field?
- How did the project benefit the sponsoring organization?

STEP 7:
Personnel Needs

Once the research questions have been outlined, the next step will be to make some final decisions about who will be the person (or people) primarily involved in the planning and execution of the evaluation.

The first part of this decision will be whether or not to hire an outside evaluation professional to take responsibility, or whether a project staffer, or volunteer can do the job. This decision will depend partly on resources, the level of in-house expertise, and the type of evaluation desired.

There are advantages and disadvantages to the different approaches. For example, an outside consultant does not know your project as well as you do, but could have experience with many similar projects and could help clarify your thinking about the project's goals and strategies. An evaluation professional can also identify potential evaluation design problems, and suggest the most efficient and practical means of conducting your evaluation, while ensuring the usefulness of your results.

On the other hand, a project staffer or volunteer will already be familiar with the project's goals and strategies, is likely to have a personal relationship with the other staffers, and will be closer to understanding the project than a consultant.

Even if you decide to conduct the project in-house, a brief consultation with an evaluation professional may be advisable prior to planning the evaluation, to eliminate major flaws in the project under consideration. Such a person may be able to suggest some guidelines or references that discuss evaluations of projects similar to yours to aid you in your planning.

STEP 8:
Design an Evaluation Study

Before you proceed in collecting information to answer your evaluation's research questions, you need to determine: What kind of information do you need and when do you need to collect it? Upon deciding on the appropriate design for your evaluation, it may become clear that changes have to be made in your staffing decisions. For example, a staff-person might be ideal for a case-study evaluation, but a consultant might be better suited for a before-after study. Once the design is selected, review your evaluation staff to ensure that the appropriate skills are represented.

Evaluation Studies Most Commonly Used

1) **Pre- and Post-Design:** You collect information on some group of people or some phenomenon both before and after the project is implemented. Then you look for changes or improvement after the project is concluded or at an agreed-upon date, such as one year after implementation.

   For example, the number of family day care providers who are registered could be tabulated before and after the project. Any differences in the number of providers who are regulated may be attributable to the effectiveness of the project. Before taking credit for these changes, however, be careful that other major events (new regulation requirements, new incentives to become regulated, new public relations campaigns for regulation), have not contributed to the improvements.

2) **Comparison Group Design:** You collect information on a group of people or a community who participated in the project and those who did not. Then you look for differences between the two groups.

   For example, compare two communities, one which had a family day care project and one which did not. See if the community with the family day care project has more regulated family day care providers than the community without the project. You may be able to attribute the differences to the effectiveness of the project. However, be careful that there are no other differences between the two communities that might also account for the change (e.g. different regulation requirements, different attitudes towards regulation). A comparison group ideally is combined with a before-and-after design.

3) **Case Study Design:** Rather than collecting systematic information on groups of participants (be they people or communities), it is sometimes more useful to collect in-depth information on the experiences of a few observations and/or participants. These participants need to be representative of the whole group.

   You can conduct extensive, open-ended interviews that provide rich descriptive information with the representatives. This type of study is most relevant when you want to describe in detail the experiences of participation in a project, and generate ideas about how and why a project works, or when you want to supplement a more formal evaluation with anecdotal information and examples.

STEP 9:
Identify the Kind of Information to Collect

Review your research questions and your design and determine what kind of information you will need to collect to answer these questions. For example, if you have a question about changes in zoning policies, then you will need to compile information about what different types of zoning regulations exist and how changes are made in these policies. If you have questions about the number of family day care providers who become regulated, then you will want to collect information about the number of providers who become regulated. Examples of other types of information include:

Partnerships. Relevant information about partnerships might include a detailed account of all the people and organizations involved in the planning and execution of your project. Of relevance would be how they became involved, length of the contact, and the satisfaction with the partnerships.

Activities for Family Day Care Providers. What kinds of activities were planned and offered and who participated in them are the kinds of information in this category that might be of interest.

STEP 10:
Select Measures

The final phase prior to collecting data is the selection of the measures or instruments the evaluation will use, which you should base on the types of information that you want collected. There are several ways of collecting information about projects, each with advantages and disadvantages as follows:

- **Telephone And Meeting Logs**

  Logs are helpful for documenting project planning and implementation — when people use them! It is difficult, however, to require people to complete logs on a regular basis.

  While use of logs can be difficult to enforce, some preparatory work may increase the likelihood of people completing them in a timely fashion. Explaining to staff the significance of the logs will help them understand that they are an important part of the evaluation project, and may increase their motivation to use the logs. Making the logs simple to use will be very helpful. Providing staff with timely and useful feedback based on information generated from the logs can also increase their incentive to use them.

- **Progress Reports**

  Project staff usually write progress reports in which they outline measures of activities they have accomplished in relation to the project goals. You can provide training to ensure that staff complete the reports accurately. Providing an organizational structure for the report as well as specific guidelines for the sub-sections might be a good idea. Progress reports can be filled out once a month, four times a year, or once a year, depending on your needs.

- **Interviews**

  Interviews with project participants can be an effective way to collect some types of information. However, knowing how to phrase questions in an interview is critical to the eventual usefulness of the answers provided.

  For example, questions that elicit a yes/no answer (Did you like the project?) will provide less information than open-ended questions (What did you like about the project?) However, open-ended questions tend to evoke long and complex responses, which require some coding and analysis to provide meaning and structure to them.

  Interviews also require a trained and skillful interviewer and some detailed note-taking in order not to lose the information. Interviews that are tape recorded to preserve the entire question/answer sequence also need to be transcribed in order to be useful. Transcribing open-ended interviews (the process of listening to the tape and writing down verbatim what was said) can be very time-consuming (over five hours of transcribing for each hour of tape) and costly. The rich and descriptive information generated may nevertheless be worthwhile.

  A middle ground approach would be to include some open-ended questions where appropriate, and use close-ended questions to give participants structured responses and choices that are easier to code.

- **Public Records**

  Sometimes the information you need is already available in official public records. For example, the number of family day care providers regulated at any given time is probably on file at the regulations office or bureau. If this is the case, make sure you understand fully how these records are maintained and that you use them appropriately. If it takes six months for a regulation to go through the system for example, you would want to wait until at least six months after the project before consulting public records to gather the most accurate information about the number of new regulations the project inspired.

STEP 11:
Review Evaluative Information

The next step is to review, summarize, analyze and interpret all the information (both quantitative and qualitative) that has been gathered for the evaluation. For formative evaluations, this step represents an ongoing process; for outcome evaluations, it is important to make time and

space for the review process before moving to the next steps. It is easy to underestimate the time needed to collate and interpret the information gathered, so be sure to allow sufficient time for this phase of the project.

STEP 12:
Use the Evaluation to Improve Your Project

Documenting your project planning and implementation, and continually asking yourself whether or not you are meeting your project goals, will help improve the way your project works and the assessment of its outcomes. While you may need to revise some of your goals mid-way through the project because they are not realistic, often projects can be adjusted so that the original goals can be accomplished.

Some relevant questions to consider include:

- Is the project meeting its goals?
- Are the benefits worth the investment?
- What is the value of the benefits produced?
- Should the project be continued *(see Chapter 1, Part 3, for more information on Institutionalization)*, modified in some way, or replicated in other places?
- In what ways can the results of the evaluation be communicated to the relevant audiences?
- How will such audiences be served by this information? (This crucial step of communicating to audiences distinguishes useful evaluations from those that represent a good-faith effort but have little impact.)

The following books are useful references for further project evaluation information.

Sichel, J., *Program Evaluation Guidelines: A Research Handbook for Agency Personnel.* New York. Human Services Press, Inc. 1982.

Posauac, E.J. and Carey, R.G., *Program Evaluation: Methods and Case Studies.* New Jersey. Prentice Hall, Inc. 1980.

United Way of America, *Quick Evaluation Models For Assessing Organizational Performance.* 1979. Published by the United Way of America, Information Center, 7101 North Fairfax Street, Alexandria, Virginia 22314-4061, (703) 836-7112.

Chapter Five

Building Relationships With Funding Organizations

Funding organizations include foundations, corporations, community trusts and sometimes individuals interested in advancing certain causes, ideas, and interests. Your local library and Chamber of Commerce can help identify funding organizations.

Often people approach fundraising as merely writing grant proposals to funders. Grant proposals are a critical component, but only one piece of what needs to be done to succeed at fundraising. In fact, experienced and successful fundraisers understand that the key to fundraising is building relationships with funding organizations.

GETTING TO KNOW YOUR FUNDERS

Would you give money to a person or organization that you're not familiar with? Probably not. That is why it is important to develop a relationship with a funding organization and then write a proposal, rather than sending in an unsolicited document. You greatly increase your odds of receiving a grant if you know the funding organization's interests, the funding officer knows you and your organization, and you and the funding officer have discussed possible projects.

The following suggestions will help you form relationships with funders.

- **Find out about the funding organization's interests.** Write or call the organization and request the following information: funding guidelines, annual reports, and listings of organizations and projects they gave grants to during the past few years. Carefully read the information and try to get a feeling for what issues or approaches are important to the organization. Smaller funders may not have such publications but will at least have brochures, newsletters, or perhaps someone to contact for more information.

- **Help the funding officer understand you and your organization.** Try and arrange for a visit with the funding officer. Your goal is for him/her to learn what is special about your organization. An approach the officer might find interesting is extending a personal invitation to attend an event, such as a training session for family day care providers or an advisory committee meeting for your project. It is also a good idea to place funding organizations on your mailing list so that they receive your organization's publications.

- **Invite the funding officer to child care conferences.** Sometimes funding officers do not understand the key issues in the field. While conferences may not showcase your particular project, they help funders better understand the overall early childhood field. You might send a funder an upcoming conference brochure highlighting one or two sessions he/she would find particularly relevant. You're not only helping your organization, but the entire field benefits when funders become more educated.

- **Request a formal meeting.** After completing your preliminary work, you are ready to request a formal meeting. The purpose of this initial meeting is to discuss how your organization's interests coincide with those of the funding organization. Try to be as flexible as possible.

  For example, you might be able to adapt a project you had in mind to respond to the funding organization's interests. Come to the meeting prepared with several options for a variety of projects. Interview the funding officer. Find out what interests the funder has. This type of dialogue will save you days and perhaps weeks of writing grant proposals for which there is no interest. Sometimes the individual you are speaking to may not be interested in a particular project but may be able to suggest another funder to help you.

Develop The Proposal

Once you understand the funding organization's interests, the funding officer knows you and your organization, and you have discussed possible projects, it is time to develop a proposal. There are many good articles and books on the nuts and bolts of writing grants. *(See boxed list at end of chapter.)*

Many funding organizations provide specific grant writing guidelines. Some have forms to complete, others have page limits, others want specific information. Save yourself time and read the funding guidelines carefully before you begin.

Some important points to remember:

- **Be conscientious about following instructions.** If the funder wants three complete copies of your grant, make sure they are included. If the funder requests

evidence of your non-profit status, make sure proper documentation is supplied.

- **It is crucial to have someone other than you proofread and give critical feedback on your proposal.**
- **Presentation is important.** Neat typing or wordprocessing is crucial. Make sure your photocopies are of good quality.

Waiting and Revising

Funding organization guidelines may include information about when decisions are made. In any case, shortly after you submit the proposal, follow up with a brief phone call to make sure it was received and to ask the funding officer when you can expect a response. If you do not hear anything a week or so after you were told to expect a response, call the funding officer to check.

It is not uncommon for funding organizations' timelines to change. There is not much you can do but go along with it. If your proposal is pending and you have not heard from the funder for several weeks, find a reason to call. For example, tell the funder about an award your organization received, and ask about the status of your proposal. Or invite the funder to an upcoming conference, and ask about the status of your proposal. Be patient but persistent.

Sometimes submitting the proposal is just the first step. It may be reviewed by the funding organization's staff, trustees, and/or professional in the field. You may be asked to make revisions to the original proposal. While it means more work for you, being asked to make revisions is a positive sign. If your proposal had no chance, you would not have been asked for revisions.

Listen carefully to the revisions that the funding officer requests. If you agree, great. If you disagree, explain why. It may be necessary to make the revisions even if you do not fully agree. Make sure you understand what is being requested.

FOLLOW-UP: IF YOU GET THE GRANT ... AND IF YOU DON'T

Much of the follow-up protocol is the same, whether or not you get the grant.

- **It is in your best interest to write a thank you letter regardless of the outcome.** If you received the grant, thank the funder. If you did not receive the grant, thank the funder for considering your proposal. Request a meeting to discuss why the proposal was not accepted. You could also request this information in writing. An honest critique can be helpful for future funding requests.
- **If the problem was that the funding organization received too many proposals in your area in this round of funding, ask if you should resubmit your proposal in the next round.** Ask what improvements you could make.
- **If the problem was a weakness in the proposal, ask if you could revise it and resubmit it for the next round of funding.**
- **If the proposal does not match the funding organization's interests, find out if you might adapt the project to make it a better fit.**

  A "no" frequently just means "not now" for this round of funding. You have worked hard to build a relationship with this funding organization. Find a way to resubmit the proposal, or plan a meeting with the funding officer to discuss other projects you have been considering. It is not uncommon for an organization to submit several proposals to a funder before receiving a grant.
- **Ask the funding officer what other funding organizations might be interested in your project.** If you receive the grant, but need more money for the project, ask the funding officer to suggest other funding organizations that might be interested. The funder that gave the grant is invested in your project and wants you to succeed. Ask the funding officer if he/she will make the first contact with other prospective funding organizations.
- **If you did not receive the grant, determine why before you ask for other funding leads.** If the funding organization had no problems with the proposal, but just had too many requests in this round of funding, or the project did not match its interests, ask the officer to suggest other possible funding sources.
- **Think about other possible forms of assistance.** Some funding organizations will consider making in-kind contributions, such as hosting conferences, meetings, or receptions. Others make small, one-time grants, for example, to cover the cost of printing a publication. These are particularly good options to pursue if a funding organization cannot, at the moment, make a major commitment to your project.
- **Maintain your relationship.** Whether or not you receive the grant, you may want to ask the funding officer to serve on the project's advisory committee. Call the officer regularly to give informal updates. Make sure the funder continues to receive your organization's publications. Keep inviting the officer to meetings or conferences that will help him/her understand the important issues in the field. It is in the field's and your organization's best interests to keep funding officers involved and informed.

The following resources are useful and easy to use:

Finn, M. (1982). *Fundraising For Early Childhood Programs: Getting Started and Getting Results.* Washington, DC: National Association for the Education of Young Children, 1834 Connecticut Avenue, NW, 20009. (800) 424-2460. 76 page publication @ $3.50 plus $1.75 shipping.

Kiritz, Norton. (1980). *Program Planning & Proposal Writing.* Los Angeles, CA: Grantsmanship Center, Publications Department, PO 17220, Los Angeles, CA, 90017. (213) 482-9860. 48 page publication @ $4.00 plus $2.00 shipping.

Another source of information is the Foundation Center. The Foundation Center is an authoritative resource on private philanthropic giving. The Center has a network of member collections across the country. For the collection site in your area call the Center in New York, (212) 620-4230; Washington, (202) 331-1400; Cleveland, (216) 816-1933; or San Francisco, (415) 397-0902.

Conclusion

During the course of the National Family Day Care Project we have learned a great deal about fostering community change. The elements of a successful project include:

- management of the tension between increasing community needs and shrinking resources;
- realistic and productive roles for the private sector to play in generating community change;
- effective techniques for marketing projects and disseminating information;
- comprehensive national technical assistance efforts;
- local leaders who have the skills and vision to create long-term solutions.

THE KEY: **Partnerships**

Each of the above elements contributes to a project's success. They all center on one factor, however: the formation and maintenance of effective, productive partnerships. As the title of this guide suggests, the most important asset a project can have—whether it is local, statewide, or national in scope—is strong partnerships. Partnerships help projects utilize resources efficiently, and can lead to creativity and innovation.

Partnerships, however crucial, are not a "magic formula" capable of curing the many problems communities face in the 1990s. Project planners need to acknowledge that working successfully with others to effect change is a difficult task. To help address this challenge, we have tried to incorporate in this guide as many helpful ideas and honest reflections from our experiences as possible. We have not provided an exhaustive study on partnerships, but we feel that this information can help you form diverse, strong, and effective partnerships. There are also many other excellent publications available on partnerships, cooperation, collaboration and the many other variations on working together that communities have used to improve the lives of children, families, and caregivers.

THE FINAL WORD: **Leadership**

If partnerships are the key to project success, partnerships themselves ultimately depend on leadership. Planning projects and forming partnerships are both impossible without capable leaders. Ensuring that the advisory committee and partnerships working on a local project have skilled, sensitive leaders requires considerations such as:

- What do the politics of the situation suggest: Is there someone in the child care community who is a natural leader or who is particularly well respected? Is there someone most people are willing to talk with?
- Do the potential leaders have the vision to lead the project, or are they more likely to perpetuate the *status quo?*
- Can the potential leaders motivate partners and advisors to accomplish the project's objectives?
- Are the potential leaders capable of perceiving and mediating disputes?
- Are the potential leaders comfortable enough with their own abilities and ideas to listen to other people's ideas, suggestions, and criticism?
- Are the potential leaders good at dividing projects into tasks and delegating responsibilities?
- Do the potential leaders have enough time for the project? Can staff be provided to help them carry out their responsibilities effectively and efficiently?

As these questions suggest, leaders must be multitalented. The ability to inspire others to act and to motivate them to work together is not enough. Leaders need the administrative skills to understand finances and planning, manage staff and volunteers, interact productively with advisors and partners, raise funds, and communicate clearly to maximize community outreach and public relations efforts. The most important attribute for leaders to have is vision. Good leaders help project partners develop an idea of what long-term changes they want to achieve and how best to pursue them.

The best local project and partnerships not only use leaders with these qualities, they also cultivate and generate new leaders who are capable of carrying on the spirit of current community development efforts and adapting them to new situations in the future. The development of local leaders helps ensure that projects succeed over the long term, and that possibilities exist for the creation of future community development partnerships.

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Appendix A

National Family Day Care Project Case Studies

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[7] Each NCJW Section that pursued more than one strategy appears in the index under each of the strategies it pursued. Its case study description, however, appears only once, under the primary strategy that the section pursued. (For example, Houston is indexed under both Zoning Advocacy and Recruitment and Orientation, but its case study description appears with the other Sections that did Zoning, because that was its primary strategy.)

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STRATEGY: Increasing the Supply of Family Day Care

GOAL: Recruit and orient family day care providers to increase the supply of quality, regulated family day care.

Types of NFDCP site activities included:

- Recruiting providers into the regulated system — both unregulated providers and those new to the profession;
- Running orientation sessions for unregulated providers and potential new providers, and assisting them with the regulation process;
- Advocating for improvements in regulatory procedures and standards;
- Connecting providers with start-up and ongoing training.

SITE: CHICAGO, IL

ACTIVITY: City-Wide Provider Recruitment and Training

The NCJW Chicago Section organized a coalition of public and private sector organizations in November, 1988 to increase the supply and quality of family day care in the city. The coalition included the local provider association, the new statewide resource and referral system, the Coalition of Labor Union Women, corporations, the University of Illinois, the Jewish Children's Bureau, the government licensing agency, and a public relations firm. The Chicago Section chaired this coalition.

In May, 1989 the coalition sponsored a community symposium to publicize the NCJW Section's findings concerning the local need for family day care, and to encourage action on the issue. Over 100 people attended the symposium, and the media covered the event extensively.

A month later the coalition held strategy development meetings for social service and government agencies, the business sector, and funding organizations. The meetings were successful in generating interest and support for a city-wide family day care recruitment campaign.

In Spring, 1991 the Chicago Section launched its family day care provider recruitment project, with cooperation from the Illinois Department of Children and Family Services and the Cook County Child Care Resource and Referral Agency (CCR&R). This effort, funded by a grant from the Harris Foundation, was coordinated with the state's recently formed child care resource and referral system. Starting in September, 1991, NCJW Section volunteers attended orientation sessions conducted by licensing officials from the state Department of Children and Family Services, and informed potential providers that they would receive follow-up phone calls from the Section, to provide additional information, answer questions, and connect them to appropriate training programs and resources. The Chicago Section and the Cook County CCR&R jointly wrote the training materials for the volunteers. The Cook County CCR&R did the provider training. The Department of Children and Family Services expressed interest in replicating the project in other parts of the state.

As a consequence of the Chicago Section's work, the child care community as a whole began working together for the first time. A coordinated plan was developed to support family day care in the city. The Section also fostered media coverage of the need for more family day care in Chicago.

In addition to the city-wide project, the coalition also launched a statewide program — the Illinois Family Day Care Initiative (IFDCI). United Way of Metropolitan Chicago agreed to be the fiscal and governing agent for the project. Some members of the original Chicago coalition became part of the new IFDCI. The IFDCI was funded by private foundations and corporations and by local and state agencies. The NCJW Chicago Section was represented on the steering and communication committees of the IFDCI.

SITE: LOUISVILLE, KY

ACTIVITIES: Identifying and Recruiting Unregulated Providers; Educating Parents about Family Day Care; Advocating for Improvements in State Regulation

The NCJW Louisville Section began working with its local resource and referral agency (Community Coordinated Child Care — 4Cs) by helping to identify over 75 unregulated providers. Volunteers located newspaper and community bulletin board advertisements and then worked from the phone numbers to find addresses. The resource and referral agency invited these unregulated providers, many from low income neighborhoods, to its second annual family day care conference, and offered sessions on how to start a regulated family day care home and on what training is available in the community. Ten of the 75 providers that the Section identified attended the training, a high rate of attendance for providers with little or no contact with the regulated system. The 4Cs then kept these unregulated providers on its mailing list and encouraged them to become regulated.

Following up on this project, the Section worked with the 4Cs to distribute *Choosing Family Child Care: A Handbook for Parents*, a publication of NCJW's National Family Day Care Project (see the National Family Day Care Project's publications list for more information). Approximately 500 copies of the booklet, locally-tailored with a listing of Louisville child care resources, were made

available through the 4Cs. In addition to providing information to parents, the booklets were utilized as self-assessment tools for family day care providers. The Section helped to publicize the booklet through a newly-launched cable television show, produced in partnership with the Coalition of 100 Black Women and the Junior League of Louisville.

The Section worked with the Louisville 4Cs to simplify the registration system for small family day care homes and to reduce the excessive requirements for large group day care homes. The Section was also a key member of the Committee established by Metro United Way to help address Louisville's child care needs.

On the state level, the Louisville Section worked with the resource and referral agency to advocate for mandatory registration, in place of licensing, for family day care providers caring for four to six children. Previous laws required providers with four to six children to become licensed. Licensing includes excessive regulations for homes of that size, however, and as a result Kentucky had the smallest number of regulated family day care homes of any state in the US The Section and the R&R felt that mandatory registration would reduce some of the excessive requirements of the old licensing system.

The Section also assisted the 4Cs with its new *Family-to-Family Initiative*. The 4Cs received a $230,000 grant over three years from Dayton Hudson's Target Stores to implement the *Family-to-Family Initiative*. This program included recruitment, retention and training of family day care providers, setting up provider associations, educating the community, and assisting with home accreditation. The Section provided part of the necessary matching funds for this grant; other local supporters of the project included the City of Louisville and the Junior League. Members of the Louisville Section served as President, Vice President, and Public Policy Committee Chair of the 4Cs board.

SITE: WORCESTER, MA

ACTIVITIES: Producing a Recruitment and Orientation Videotape; Developing a Small Grants Program for Providers

The NCJW Worcester Section produced a 10-minute recruitment and orientation videotape with its local resource and referral agency (the Child Care Connection) to introduce potential providers in Massachusetts to the realities of being family day care providers and to the available community supports. The videotape is called *Sharing the Growth: The Family Day Care Partnership*. Twelve resource and referral agencies (R&Rs) across the state and many other child care agencies nationwide started using the videotape regularly when orienting and training new providers. The resource and referral agencies also used the videotape to illustrate family day care to employers.

An additional way in which the Section was involved with recruitment was through a campaign in the county school system. The Section helped the R&R recruit providers by printing and distributing flyers to parents of elementary school children. Potential providers who attended the R&R's training session viewed the Section's video.

In April, 1989, during the Week of the Young Child, the Worcester Section co-sponsored a family day care recognition dinner with the local resource and referral agency. The dinner was free to 150 licensed providers and featured a keynote speech by a columnist from *The Boston Globe*, musical entertainment, a catered dinner, door prizes from local merchants, and presentation of the *Sharing Book for Family Day Care Providers*. The *Sharing Book*, developed by the Worcester Section, contains ideas from 100 local family day care providers regarding meals and snacks, activities, crafts, parent/provider relations, and business policies. The book was distributed to 750 local providers and hundreds more nationwide.

The Section then planned to begin a small grants program in the Fall of 1991, in conjunction with Child Care Connection and six family day care systems. This program was designed to assist low income providers, either by helping with their start-up costs for becoming licensed or by providing funds to enrich an already established family day care home. The Section worked with bilingual R&R staff to promote the mini-grant program in Spanish-speaking neighborhoods.

In its first year the program aimed to grant up to $200 each to approximately 25 providers. Grant monies would help providers buy equipment and pay for small renovations. The Section hoped to expand the program the following year to serve more providers.

For information about ordering copies of the *Sharing Book* or the *Sharing the Growth* videotape, contact the NCJW Worcester Section at 633 Salisbury Street, Worcester, MA 01609.

SITE: BIRMINGHAM, AL

ACTIVITY: Training Providers via Public Television

The NCJW Birmingham Section organized the first effort in Alabama to train child care providers and other early childhood professionals via public television. In Winter, 1990, the Section advocated for Alabama Public Television (APT) to air "Raising America's Children" (RAC), a 10-part series on child development, made by the Frank Porter Graham Child Development Center and the North Carolina Center for Public Television.[8]

In addition to securing coverage of the entire series, the Section worked with the state Department of Human Re-

[8] This effort was part of NCJW's national Raising America's Children Project, in which 38 NCJW Sections successfully advocated for the airing of the RAC program on a total of 140 stations. It is included in this guide because it addresses local family day care needs with an effective and innovative model.

sources (DHR) to sponsor a related training program, which allowed child care providers to satisfy the state's annual four hour training requirement. As part of this effort, NCJW volunteers assisted in sending out 4,000 copies of a DHR newsletter that included a registration form for the training program. 2,400 of those newsletters were sent to family day care providers.

219 child care centers and providers registered for the training; 87 were family day care providers. The Birmingham NCJW Section distributed more than 600 study guides to participants in the training. In collaboration with the Zonta Club of Birmingham, they also supplied more than 500 copies of the RAC Parenting Notes to APT, which distributed them to interested viewers.

By reaching thousands of viewers through public television, RAC offered an economically viable means of training in a state with limited funding for such programs.

SITE: CLEVELAND, OH

ACTIVITIES: Recruiting and Linking Providers to Family Day Care Support Services; Supporting a Family Day Care Track at the Statewide Child Care Conference

In June, 1989 the NCJW Cleveland Section distributed posters, flyers, and brochures to 300 sites across the county as part of a family day care provider recruitment campaign. The campaign, "Starting a Home Day Care Business Isn't Just Kid Stuff," was sponsored by a public-private partnership, the Child Day Care Planning Project of Cuyahoga County. Its goal was to recruit providers and to link them to quality day care agencies and centers that sponsor the Child Care Food Program and that assist providers in all aspects of running a family day care business and caring for children. As a result of the project, approximately 400 new family day care slots were created for children and 150 additional family day care homes began participating in the USDA Child Care Food Program. Local child care agencies continued distributing the flyers.

In May, 1991, the Cleveland Section joined forces with NCJW volunteers in Cincinnati and Columbus to co-sponsor a family day care track at the state Association for the Education of Young Children (AEYC) annual conference. The three NCJW Sections donated funding to subsidize the registration fees of the 70 family day care providers attending the conference, thus reducing a major barrier to provider attendance.

> For copies of the recruitment campaign's flyers and brochures, contact Starting Point at 3135 Euclid Avenue, Suite 301, Cleveland, OH 44115, (216) 431-1818.

SITE: ST. PAUL, MN

ACTIVITY: Recruiting and Training Providers to Care for Infants

The NCJW St. Paul Section worked with its local Jewish Community Center's (JCC's) child care center to recruit and train family day care providers to care for infants. The original goal of the Section and the JCC had been to follow up the training with the establishment of a network of 6-10 family day care homes, to serve between 18 and 30 infants. These homes were to be affiliated with one another and supervised by the JCC with volunteer support from the Section. The project received a total of $14,000 in start-up funds from the St. Paul Foundation, The F.R. Bigelow Foundation, the City of St. Paul Child Care Partnership Program, and the NCJW St. Paul Section.

The initial portion of the project was very successful, training 14 new family child care providers (mostly low and middle income) and assisting 15 others to start the licensing process. Once trained, providers found that, because of the tremendous need for infant care, they could fill their infant slots on their own. Most of them opted not to join the network therefore, since they preferred being independent of outside supervision. The project thus succeeded in helping to meet the community's need for infant care, but not through the method that the Section and the JCC had originally envisioned.

STRATEGY: Developing Resources to Help Family Day Care Providers Succeed

GOAL: Develop resources to retain providers in the field and to help them deliver quality care, run small businesses, and avoid "burn-out."

Types of NFDCP site activities included:

- Establishing small grants or purchasing programs to assist low income providers with the costs of start-up, licensing and regulation, equipment, and quality improvement;
- Creating resource rooms and vans to offer providers educational materials and training;
- Organizing training for providers on health and safety issues, running a small business, stress management, and child development;
- Producing directories of services for family day care providers;
- Supporting the attendance of family day care providers at child care conferences;
- Helping to start a child care resource and referral agency.

SITE: BALTIMORE, MD

ACTIVITIES: Helping Potential Providers Become Licensed; Purchasing Equipment and Toys for Providers

In August, 1988, the NCJW Baltimore Section and the Junior League of Baltimore launched the Side by Side Family Day Care Coalition, the first partnership of child care advocates and women's volunteer groups in the area. Side by Side works to increase the supply of quality family day care in Baltimore City and Baltimore County for infants, toddlers, and pre-school children.

Side by Side's first project, which focused on helping providers become licensed, included a mentoring component and a resource incentive component. For the mentoring component, mentors from the volunteer organizations directly assisted and supported potential providers going through licensing procedures and setting up their homes. The resource incentive component offered providers funding for equipment and materials necessary to meet state licensing regulations and to operate a quality program. Each provider received a resource packet with a "shopping list" of items from which she was able to choose what she needed.

To participate in Side by Side's program, providers had to sign an agreement to make a child care spot available to at least one infant and/or one child subsidized by the state's "purchase of care" program, and to remain in business for at least one year.

United Way of Central Maryland awarded Side by Side a Community Problem Solving Venture grant of $56,000 (over two years). This grant was matched by funds raised by the Baltimore Section and the Junior League, which committed to the project over that same period. Side by Side used the combined funds to open 67 licensed family day care homes over two years, making available at least 314 child care spaces. Each provider received up to $500 in tangible goods — health and safety equipment, educational toys, and equipment to care for infants. The remainder of the funds were used to pay for procedures necessary for licensing, such as fingerprinting and medical examinations.

The efforts of the project also led the statewide resource and referral agency to advocate for a bill requesting a start-up grant for a similar state-sponsored program. In 1991, the state legislature established a grant program to assist family day care providers with resources to help them open registered family day care homes. Grants were allocated to family day care providers and potential providers who take in infants, low income children, and children with special needs. In addition, Baltimore City and County agencies expressed interest in establishing a complementary mentoring program similar to the Side by Side Coalition's.

Side by Side partners included: the Baltimore NCJW Section; the Junior League of Baltimore, Inc.; the Alpha Kappa Alpha Sorority, Epsilon Omega Chapter; the League of Women Voters of Baltimore City and County; the American Association of University Women; the DHR Office of Child Care Licensing and Regulation; the Maryland Committee for Children; the Mayor's Office for Children and Youth; the Baltimore County Office for Children; and the Maryland State Association of Family Day Care, Inc.

SITE: MIAMI, FL

ACTIVITY: Mobile Resource Van and Newsletter for Providers

The NCJW Greater Miami Section collaborated with the Kiwanis Clubs of Dade County, the Junior League of Miami, and the Metro Dade County Human Resources Department to sponsor a mobile resource van for licensed family day care providers. The van served primarily low income providers, who are often isolated because they do not have substitutes, and/or because the private and public transportation available to them is inadequate.

By 1991 over $65,000 had been raised in grants and in-kind services. The Kiwanis Clubs furnished the van; the Department of Human Resources contributed a full-time early childhood specialist with experience working with family day care providers, as well as a driver; and the NCJW Section and the Junior League outfitted the van and purchased educational toys and materials. After the partnership began, an independent not-for-profit entity was created, Resourcemobile, Inc., with members of the founding organizations on its board. This new group received continuing support from the county.

The resource van would visit three to four homes a day, returning to each home approximately every four to six weeks. The pilot project worked with only 55 of the county's 300 licensed providers in order to ensure high-quality service. The organizations involved in the project expressed interest in eventually starting up a second van and/or purchasing smaller vans or station wagons to provide follow-up visits.

The Resourcemobile provided providers with developmentally-appropriate educational toys and materials to supplement their existing resources. Along with relieving providers' isolation, creating an incentive for becoming licensed, and offering training and new program ideas, the Resourcemobile also created an outing and learning opportunity for the children.

As a complement to the Resourcemobile, a newsletter, "Connections," was published and distributed to family day care providers. The newsletter, to which providers contributed articles and made editorial suggestions, was sent to hundreds of licensed providers in Dade County. The Metro Dade Law Enforcement Trust Fund (an agency which distributes recovered "drug money") granted $5,000 to support the first year of publication and distribution.

The Miami Section also worked with providers to encourage parents in their programs to get involved in

advocacy. In particular, the Section participated in the Governor's Constituency Breakfast, which was held to bring people from the child care community together to develop the advocacy skills of the community.

SITE: KANSAS CITY, MI

ACTIVITY: Producing a Directory of Services for Providers

The NCJW Greater Kansas City Section produced a directory of local support services available to family day care providers *The Family Day Care Provider Support Services Directory*. The Section designed the directory for use by providers as well as by the agencies that work with them. The directory was distributed to 3,000 providers and 300 agencies, along with a handbook on how to start up a family day care home. The accompanying handbook was developed by Heart of America Family Services (HAFS), a social service agency that provides resource and referral services. Copies of the NCJW directory will continue to be distributed as new providers become licensed.

The directory supplies information on operating a family day care home, things to do with children, networking opportunities, nutrition and safety, emergency services, professional growth and training, caring for children with special needs, and assisting families in need. In addition, the directory includes appendices on publications, corporate involvement in child care, child advocacy organizations, public school districts, and frequently-called numbers.

The Section developed the directory with the assistance of an advisory committee, which included provider associations, resource and referral agencies, regional licensors, the university early childhood education department, the YWCA, the Department of Labor's Women's Bureau, the United Way, Child Care Food Program sponsors, health departments, school districts, Schools of the 21st Century, local foundations, and various other local agencies offering services to providers. A group of family day care providers reviewed the directory before its publication.

Grants totaling $7,500 were obtained from three local foundations, the Women's Bureau of the Department of Labor, and U.S. Toys and Constructive Playthings. The funding was used to print and distribute 10,000 directories in the greater Kansas City five-county area.

After the directory was published, the Section held a joint press conference with HAFS in August 1990, to announce the release of both publications. The Section distributed its directories to approximately 12 community agencies, which in turn has been disseminating them to providers. The Section also launched a public awareness campaign in the print, radio and television media.

As a follow-up to the project, the Section conducted a user evaluation. They also planned to update and reprint the directory within a 3-5 year period. HAFS agreed to do the updating and reprinting if the Section could not.

For information on ordering copies of *The Family Day Care Provider Support Services Directory*, contact the NCJW Kansas City Section at 2310 W. 75th Street, #LL1, Shawnee Mission, KS 66208, (913) 677-0747.

SITE: OMAHA, NE

ACTIVITY: Small Grants for Providers

The NCJW Omaha Section started a small-grants program in conjunction with the statewide family day care provider association — the Mid-West Child Care Association (MCCA) — to assist low income providers in obtaining or maintaining their licenses. MCCA created a slide show to promote the grant program.

A total of $5,500 was allocated over the first two years of the program. Grants to individual providers were usually limited to $150, but larger grants up to $300 were also awarded, because the Section found that covering partial costs often did not help low income providers.

Most providers used the Section's grants to purchase equipment to care for infants or to pay for training. One provider was able to replace bookkeeping materials destroyed in a fire; another purchased a new sink and dishwasher to expand to a large family day care home.

As an outgrowth of the original project, the Section started to offer funding to large groups of providers for training and training materials. A baby furniture lending library was also established, with safety gates, cribs and high chairs that providers can borrow through the MCCA. When it was needed, the Section supplied equipment directly to providers. The Section also provided baby food to the MCCA pantry. Baby food had previously been unavailable at Omaha food banks, so the Section was the pantry's only source. In addition to its own contributions, the Section arranged for a 50-carton donation of baby food from the Heinz Corporation.

The Omaha Section funded two events for providers: a training meeting on state licensing requirements and a day-long conference ("Anti-Burnout Day") that included a provider recognition luncheon, training, support workshops, and entertainment. Starting in 1988, in the month of August the Section also sponsored a child care fair for local families. Booths and workshops included all types of child care available in Omaha. The fair was partially funded through the cooperation of a local television or radio station and a variety of in-kind donations; outside funding was provided by Mutual of Omaha and other local businesses.

SITE: PHOENIX, AZ

ACTIVITY: Organizing Provider Training Sessions

The NCJW Valley Section (Phoenix) launched its child care programming by convening a public forum moderated by Susan DeConcini, Chair of the Advisory Committee of the Adolescent Parent Child Resource Center in

Tucson, Arizona, and wife of Senator Dennis DeConcini. Panelists included representatives from business, government and the child care community. Co-sponsors of the event were: the Arizona Association of University Women, the Arizona Federation of Business and Professional Women, the Junior League, the League of Women Voters, the Phoenix College Women's Center, the Phoenix Women's Commission, and the YWCA of Maricopa County. In addition, the program had over 30 co-endorsers.

The Section then began to focus on family day care, working with a local resource and referral agency (the Association for Supportive Child Care) to increase the agency's family day care provider membership. Members received referrals, a newsletter, other publications, and were given access to regular training, liability and medical insurance, and support groups.

The Valley Section sent out a questionnaire to 400 unregulated providers to try to improve attendance at the resource and referral agency's training sessions. The questionnaire asked what kind of training providers would attend as well as what day of the week, what time of the day, and which location were most convenient. Over 125 providers sent back the questionnaires.

In response to providers' overwhelming requests, the Section organized a training session on dealing with stress and avoiding "burn-out." America West Airlines, which operates a network of family day care homes in Phoenix, co-sponsored the training and provided some financial support. Fourteen providers attended the training. The providers who attended rated the session highly.

NCJW also participated in the Arizona Child Care Resource and Referral Project, which was funded by the American Express Foundation. The project produced a report on child care needs in Arizona, including a new plan for statewide resource and referral services.

SITE: CINCINNATI, OH

ACTIVITY: Supporting a Family Day Care Track at the Statewide Child Care Conference

In 1990, the NCJW Cincinnati Section sponsored a major outreach effort that brought 70 family day care providers to the state Association for the Education of Young Children (AEYC) annual conference. This was the first year the AEYC offered a special family day care track. NCJW paid half of the registration fee for each of the family day care providers, thus reducing a major barrier to provider attendance.

The Cincinnati Section and its advisory committee, comprised of local child care professionals and other public sector organizations, co-sponsored a booth at the conference with materials for family day care providers. The Section also held a social networking reception for providers at the conference and collected door prizes. The prizes were chosen from a "wish list" of items submitted by providers, including movie passes and a week of house-cleaning service. Additionally, NCJW offered a workshop on the National Family Day Care Project.

In 1991, the Cincinnati Section collaborated with two other NCJW Sections — Cleveland and Columbus — to sponsor the subsidy program for the AEYC annual conference. AEYC also joined the partnership by doing the publicity for the project. As the next step in its family day care project, the Cincinnati Section planned to start a mobile resource van service to bring materials and training to providers.

The Section's advisory committee included individual family day care providers, the Hamilton County Department of Human Resources, local family day care satellites, the local AEYC, and the local Community Coordinated Child Care.

SITE: ANNAPOLIS, MD

ACTIVITY: Small Grants to Low Income Providers

The NCJW Annapolis Section designed a program to distribute small grants to family day care providers to assist with the costs of setting up their homes to care for children, becoming regulated, and/or improving the quality of their homes and programs. The program was initiated as a pilot project to provide mini-grants to low income family day care providers who are residents of public housing. In 1992, the county will adopt direct supervision of the project, integrating it into county-wide child care services efforts. The Annapolis Section will continue to provide financial support for the small-grants program and will assist in the selection of grantees. The Section awarded the first two mini-grants in June, 1991.

Information about the mini-grants program was included in resource packets that the county child care coordinator distributed to potential providers. The program was also promoted through the city and county public housing authorities, the county's Office of Child Care Licensing and Regulation, and the county's child care Resource Assistance Program.

The Annapolis Section worked with an advisory committee that included the county's family day care association, the county child care coordinator, the Office of Child Care Licensing and Regulation, and the Maryland Committee for Children.

SITE: NEW ORLEANS, LA

ACTIVITIES: Helping to Start a Child Care Resource and Referral Agency; Child Care Fair to Educate the Public

The NCJW Greater New Orleans Section committed funding and volunteer labor for a three-year period to

assist in the development of Child Care Resources (CCR), the first comprehensive resource and referral agency in the area.[9] During CCR's first year, it served over 500 parents, over 665 child care centers, and over 100 family day care homes. It also provided numerous workshops for providers. Other CCR funders included: Mervyn's, The Greater New Orleans Foundation, the Louisiana State Department of Education, and Work/Family Directions.

CCR is a project of Agenda for Children, a statewide, non-profit child advocacy agency. CCR was originally launched at the NCJW New Orleans Section's Child Care Fair in July, 1989. The Fair provided information to the public about locally available child care resources and about balancing family and work needs. It featured special programs on child care issues by a number of local organizations, as well as information booths, displays, and activities for children.

In putting on the Fair, the New Orleans Section worked with an advisory panel consisting of representatives from a variety of community-based and government organizations, including: the local Chamber of Commerce; the Parenting Center; New Orleans Public Schools; the Ecumenical Child Care network; WDSU-TV 6; St. Marks Community Center; the University of New Orleans Department of Sociology; Associated Catholic Charities; Jefferson Parish Schools; the Newcomb Child Care Center; the Urban League Parent Child Center; and Agenda for Children.

SITE: PORTLAND, OR

ACTIVITY: Resource Room for Providers

In the Summer of 1990, the NCJW Portland Section opened the Child Care Providers' Resource Room, with materials for providers including magazines, books, and handouts on topics such as running a small business, child development, and nutrition. All the registered family child care providers in the area were invited to the opening of the room and given notepads printed with the resource room's phone number. The Section raised the annual budgets for the Resource Room's operating costs ($11,000 the first year; over $15,000 the second) through its own financing, foundation grants, and small fundraising events. For example, the Oregon Community Foundation contributed $3,000 toward the Resource Room's first year of operation.

The Section publicized the resource room by means of cable television, articles in local child care newsletters and newspapers, sponsoring a logo contest, and offering a workshop for parents and grandparents. In the Spring of 1991, the resource room helped the community prepare for the Week of the Young Child, paying for a mailing to 2,300 providers and offering heavy newsprint with which to make life-size cut-outs in order to "Take the Children to Work."

[9] This effort is part of NCJW's Work/Family Project and is included in this guide because it addresses local family day care needs with an effective and innovative model.

The resource room was open one evening per week or by appointment; providers and others could also call in with their questions. The room's clientele broadened to include all people responsible for the welfare of children ages 0-12.

In addition to offering resources to providers and others, the facility was available for meetings and events of small groups involved in child care. The Provider Resource Organization (PRO) used it for provider training sessions, and Metro Resource and Referral used it for staff meetings. The Section planned other trainings for providers and parents in the Fall of 1991.

SITE: FIVE TOWNS, NY

ACTIVITY: Training Providers

The NCJW Peninsula Section (Five Towns, Long Island) worked with the local social service organization (Five Towns Community Council) to offer training to providers in health and safety, child development and the educational value of children's play, and communicating with parents. Thirteen providers attended the series of four workshops, a very good turnout for the area. The program was held in Fall, 1989.

Nine of the providers also came to an extra session on how to run a family day care business. A sixth meeting was offered for parents on how to seek quality child care; several families attended.

STRATEGY: Encouraging the Legal Operation of Family Day Care Homes

GOAL: Advocate removal of serious barriers to the existence and expansion of family day care posed by restrictive zoning ordinances, deed restrictions, and procedures.

Types of NFDCP site activities included:

- Advocating modification of local and/or state zoning ordinances;
- Assisting family day care providers seeking conditional-use permits or waivers;
- Advocating for regulatory, licensing, registration, and other laws to support providers.

SITE: HOUSTON, TX

ACTIVITIES: Supporting Statewide Legislation through Coalition Building; Identifying, Recruiting, and Training Potential Providers

The NCJW Greater Houston Section was involved most recently in zoning advocacy for family day care. Pre-

viously, the Section worked with the local resource and referral agency (Initiatives for Children) on a provider recruitment and orientation campaign.

The Greater Houston Section's initial recruitment and orientation project utilized a variety of outreach tools to identify potential providers. In addition to advertisements in local newspapers, volunteers contacted over 200 community groups — churches, synagogues, civic and business groups, women's organizations, and pediatricians' offices — to enlist their assistance in posting flyers and publicizing the recruitment campaign in bulletins. Section volunteers also helped maintain Initiatives for Children's family day care listings, updating vacancy information for 500 providers.

The Section identified 245 potential new providers, and helped 50 become registered, opening up 198 new spaces for children. The newly-registered providers were offered training on health and safety, child development and guidance, nutrition, and business management. Local providers helped plan and conduct the project. Then the Texas Department of Human Services began holding its own provider orientation sessions, which eventually became mandatory for all newly-regulated providers. With the state carrying out its old recruitment and orientation role, the Section changed the focus of its family day care project to advocacy.

The Section began its current zoning advocacy project by working on the local level as part of the Greater Houston Alliance for Better Child Care (GHABCC) and with the regional provider association. The advocacy campaign began in May, 1989, when the Section began responding to forced closures of family day care homes in some deed-restricted neighborhoods. (In the state of Texas land use is governed by a mixture of deed restrictions and zoning ordinances. Houston, for instance, relies only on deed restrictions.) The Section presided at a strategy meeting that involved 50 threatened providers and Initiatives for Children.

The following November, the Section testified at a City Council meeting on family day care and deed restrictions, and was appointed to serve on the Mayor's Task Force to resolve the problem. The city task force drafted guidelines with input from the council of homeowners associations. The City Council, however, was not able to support these efforts due to local laws requiring the city attorney to enforce local deed restrictions. The task force then changed its focus and sent its model to the state House Subcommittee on Child Care. The Subcommittee utilized this model in designing a statewide child care legislative package.

The GHABCC continued to play a leading role in advocating for passage of statewide legislation to allow registered family child care homes to operate legally in restricted neighborhoods. After the House and Senate bills (HB 1087 and SB 1082) failed to pass in the 1991 session, the GHABCC began preparing for the next session in January, 1993. Their preparations focused on two fronts: one, to work out a compromise with the council of Houston homeowner associations, because Houston is the main obstacle to a statewide solution; and two, to influence the newly formed Houston Zoning Commission, in charge of drafting Houston's first ever zoning plan, so that family child care would be included at the start of the plan. The GHABCC worked with other child care networks, including the United Way of Texas Child Care Working Group and the Texas Professional Home Child Care Association. The Section also continued to work closely with Initiatives for Children, serving on its board, and chaired the Public Policy Committee concerned with a state solution to the family day care issue.

The Section's advocacy tactics included: an NCJW advocacy day in Austin, where volunteers educated their state legislators about the bills; mailings and phone calls to providers, parents, child care organizations, employers and women's professional organizations to get them involved in the advocacy campaign; and the collection of 500 endorsement cards by the GHABCC, which showed regional support for the principles outlined in the bill. In October, 1990, the GHABCC sponsored presentations by an attorney from San Francisco's Child Care Law Center for parents, providers, employers, homeowners and community-based groups.

SITE: TEANECK, NJ

ACTIVITY: Surveying Local Zoning Ordinances and Lobbying to Pass Statewide Legislation

The NCJW Greater Teaneck Section (Bergen County) organized a committee of public, private, and volunteer organizations in the Fall of 1988 to examine the need for child care in Bergen County. The committee identified zoning restrictions as a major barrier to increasing the supply and quality of family day care. In the Fall of 1989 the committee became the Bergen County Family Day Care Coalition; it included the Bergen County Child Care Coordinating Council, the state-run resource and referral agency (Bergen County Department of Human Services' Office for Children), Corporate Family Resources, the Girl Scout Council of Bergen County, the Health and Welfare Council of Bergen County, the League of Women Voters of Bergen County, the National Association of Negro Business and Professional Women, the Teaneck NCJW Section, Planned Parenthood, Programs for Parents, the Social Service Federation, and the United Way of Bergen County.

Using the Child Care Law Center's *Family Day Care Zoning Advocacy Guide*, the Coalition initially surveyed the zoning ordinances in five towns and cities in Bergen County and found a great need for advocacy in Hackensack. The Coalition organized an educational breakfast in January, 1990 for Hackensack's planning and zoning boards, city council, and mayor to discuss family day care and zoning. The Coalition also organized extensive media coverage on local zoning issues. Mahwah and other communities picked up on the press coverage and expressed interest in the issue.

The Coalition became aware, however, that working on a town-by-town basis was extremely slow, and officials were frequently unresponsive.

The coalition therefore changed its strategy to a state-level approach. The Section started advocating for passage of a bill to make small family day care homes a permitted activity in all residential zones throughout the state. The Section worked closely with the state legislator who sponsored the bill and set up a statewide network of child care advocates to support it. With the help of Section advocates, S-1595, which had long remained in committee, was brought to the floor of the state Senate and passed 30-1. A-3585/3790 then passed from committee to the Assembly floor, where background checks on family day care providers became a partisan political issue. After extensive lobbying by the Coalition, the bill finally passed, and the Governor signed it into law in September, 1991. For its crucial role in lobbying and helping to pass the bill, the Teaneck Section received a Citation of Commendations and Praise from the New Jersey State Senate.

After the state family day care legislation passed, the Section, in cooperation with the Coalition, planned to develop a project to recruit and train family day care providers and to educate the community about family day care.

SITE: ST. LOUIS, MO

ACTIVITIES: Passing a Less Restrictive Local Zoning Ordinance; Helping Providers Applying for State Licenses; Child Care Fair to Educate the Public

The NCJW St. Louis Section supported family day care through zoning advocacy, developing resources for providers, and educating the community.

The Section worked with the St. Louis affiliate of the National Black Child Development Institute (NBCDI) to pass a less restrictive local zoning ordinance. The amendment to the county's zoning code permits small day care homes in all neighborhoods of the unincorporated areas of St. Louis County. The Section and NBCDI wrote letters to local newspapers and key policy makers, and also testified at public hearings. They used the Child Care Law Center's *Family Day Care Zoning Advocacy Guide.*

In addition to their work at the local level, the Section and NBCDI met with state representatives to encourage the development of legislation at the state level that would make family day care a permitted use in all residential areas. Based on these discussions, a bill was introduced in the state legislature in January, 1990.

The NCJW St. Louis Section worked with local family day care provider associations to organize a fair for local families. The event helped raise parents' awareness about zoning problems facing family day care providers and also provided entertainment. *Choosing Family Child Care: A Parent Handbook,* a publication of the NFDCP, was distributed. Proceeds from the event were used to offset the legal fees providers incurred as a result of zoning difficulties.

A coalition comprised of the NCJW Section, NBCDI, and the Child Day Care Association (CDCA) prepared a packet of materials for providers applying for a state family day care license. The packet explained the licensing process as well as the specific forms used, and offered general materials on the family day care profession. Coalition volunteers made follow-up calls to providers, to answer any questions and offer support.

As a result of the Section's extensive work in the St. Louis child care community, in July, 1990 the Section joined forces with the Junior League, NBCDI, and CDCA to create the St. Louis Regional Child Care Partnership. They established this independent organization to identify and prioritize local child care issues and to help develop creative recommendations and methods for implementation. The group aimed to accomplish this by establishing broad-based community task forces. The Partnership hired a director to work on a part time basis to coordinate all efforts of the project. A Coordinating Council comprised of representatives from many sectors of the community supervised the director. The NCJW Section, NBCDI, the Junior League, and the Child Day Care Association held permanent positions on the Board.

SITE: NASSAU COUNTY, NY

ACTIVITY: Researching Local Zoning Ordinances

The NCJW South Shore Section (Nassau County, Long Island) began its project by working with the local resource and referral agency (the Day Care Council of Nassau County) to revise the local zoning ordinances in Nassau County, most of which had restricted the operation of family day care homes. Section volunteers researched exactly how the local zoning ordinances affected family day care in more than 50 municipalities. The Section found that towns consistently banned family day care as commercial use of property. The Section used the Child Care Law Center's *Family Day Care Zoning Advocacy Guide* to direct its research.

The State Supreme Court later ruled that family day care is a normal and usual use of a home, a decision that overrode local zoning restrictions on family day care. As a follow-up, state legislation was passed and is now in effect that supersedes local zoning restrictions on family day care in all residential neighborhoods.

The South Shore Child Care Coalition, which has three NCJW Section representatives and the active support of the Section's members, cooperated with the Day Care Council in providing child care training courses in several school districts.

STRATEGY: Organizing Family Day Care Community Education Campaigns

GOAL: Run education campaigns to assist parents in choosing quality care, to encourage policy makers to support family day care, and to raise public awareness about the value of family day care.

Types of NFDCP site activities included:

- Distributing parent handbooks (in English and Spanish) on choosing quality family child care;
- Organizing community child care fairs to facilitate parents and providers meeting;
- Organizing legislative conferences and employer seminars on child care;
- Providing information and support for newspaper articles on child care.

SITE: FAIRFAX COUNTY, VA

ACTIVITY: Consumer Education Campaign for Parents

The NCJW Northern Virginia Section (Fairfax County) conducted a consumer education campaign for parents on how to choose family child care. NCJW worked with an advisory committee, which included the local provider association, the local resource and referral agency (Fairfax County Office for Children), the Association for the Education of Young Children, and the Annandale Christian Community for Action.

The Section produced 5,000 copies of *Choosing Family Child Care: A Handbook for Parents,* and raised over $1,000 in contributions from local businesses to cover the costs. In November, 1989, the Section introduced the handbook to the community at a consumer education forum.

Eleven community agencies helped NCJW distribute *Choosing Family Child Care,* including the Fairfax County Office for Children, Infant/Toddler Family Day Care of Northern Virginia, the local family day care provider association, the Annandale Christian Community for Action, the library system, and the NOVA Child Development Center. The local resource and referral agency distributed the handbook to parents calling the office about finding family day care. The agency also distributed *Choosing Family Child Care* to providers, for them to pass on to prospective parents, and for the providers themselves to understand better what parents look for in a quality family day care program.

Choosing Family Child Care was developed by the Northern Virginia Section and the National Family Day Care Project staff as a resource for parents across the country (see the National Family Day Care Project's publications list for more information). The handbook is a 20-page illustrated guide that gives parents the information and confidence they need to identify quality family child care. It also offers suggestions to help parents and children adjust to the new child care situation and establish good relations with their caregivers. *Choosing Family Child Care* was written by Kathy Modigliani, Research Scientist at Bank Street College of Education, under a sub-contract to the NFDCP. Patty Moskowitz illustrated the Handbook, and Karen Gwynn did the lay out; they are both volunteers from the NCJW Northern Virginia Section.

SITE: INDIANAPOLIS, IN

ACTIVITY: Child Care Fairs to Educate the Public

In 1989, the Indianapolis Section sponsored its first child care fair, to educate parents about local resources and services. Held at the Jewish Community Center and attended by 200 people, the fair included representatives from a family day care association, resource and referral agencies, child care centers, community businesses, the local YWCA, and programs for before- and after-school care, special needs children, and mildly ill children. In addition to the exhibitors, the fair included workshops on choosing quality child care, local referral systems, and special needs children.

A local television station publicized the fair through news and public service announcements. The Advisory Board for the fair included the YWCA, the Indiana Day Nursery Association, the Indiana Alliance for Better Child Care, the Greater Indianapolis Progress Committee (a local public-private partnership), and a local professor of early childhood education.

The following year, the Section held its second child care fair at the Indianapolis Zoo. Attended by 1,000 people, the fair included more exhibitors than the previous year and featured regional child care experts who spoke on issues such as early childhood development. The Section sold copies of *Choosing Family Child Care: A Handbook for Parents,* a publication of the National Family Day Care Project. Co-sponsored by Indiana National Bank, the event also was underwritten by Indiana Bell, Merchants National Bank, and local businesses, which distributed flyers about the fair to their employees. A local television station provided additional publicity.

In 1991 the Indianapolis Section initiated a city-wide effort to increase employer-supported child care, in conjunction with the Indianapolis Chamber of Commerce and the Community Service Council (a division of United Way). The Chamber surveyed all of its members with five or more employees about what kinds of services and information they needed most. Results of the survey indicated that em-

ployers wanted general information about child care, and information on available resource and referral services. The Section then began working with its partners to develop the best means for reaching employers and employees with information regarding locally available child care options.

SITE: PITTSBURGH, PA

ACTIVITIES: Legislative Conference on Child Care; Writing and Lobbying for a Statewide Registration and Training Bill

In October, 1989 the NCJW Pittsburgh Section worked with the League of Women Voters, the Junior League of Pittsburgh, Employers and Child Care (part of the Chamber of Commerce), the University of Pittsburgh's Office of Child Development, and the United Way of Allegheny County to sponsor a child care conference for federal, state, and local legislators. Nearly 100 people attended the conference, entitled "Child Care: What's Missing? What's Needed?" Dr. Jay Belsky, a professor at Penn State University, gave the keynote address on the importance of regulations in providing affordable, accessible, quality child care. A joint position paper was presented, and recommendations were made at the end of the conference on how to provide better child care services.

One of the recommendations from the conference was to work on writing a child care bill. The original conference planning committee officially became the Committee to Improve Child Care (CICC). The Committee met with key state legislators to write a bill (HB 819) establishing a state Department of Children and providing for registration of family day care homes along with training for providers. A resource and referral program was also included in the plan. A similar bill (HB 1143) was introduced that had the additional provision of an exemption for religious-based day care from certain non-health and safety regulations. The CICC opposed this exemption provision and built a coalition that worked successfully to defeat it in the state senate. The CICC's original bill nevertheless remained pending, and the coalition planned to launch a major lobbying campaign for it in the Fall of 1991.

SITE: DETROIT, MI

ACTIVITIES: Educating Parents about Choosing Family Child Care; Advocating to Improve State Zoning Ordinances

The NCJW Greater Detroit Section worked with the state resource and referral agency (Community Coordinated Child Care — 4Cs) to distribute 3,000 copies of *Choosing Family Child Care: A Handbook for Parents* throughout the state. *Choosing Family Child Care* is a publication of the National Family Day Care Project (see the National Family Day Care Project's publications list for more information).

For the back cover of the booklet, the Section developed a customized list of organizations and agencies in Michigan that provide family day care services and resources. Four local 4Cs distributed the booklet to parents who inquired about family day care. Working closely with Dayton Hudson's *Family-to-Family Initiative,* the Greater Detroit Section and the 4Cs are now in the process of securing funding for a second printing.

The Section also participated in a local zoning advocacy campaign. It worked with the 4Cs to advocate for state legislation that would permit small family day care homes in residential zones in all cities in Michigan. (Small family day care homes are already allowed in all other municipalities.) The Section and the 4Cs organized a massive postcard mailing to state legislators to urge them to pass the bill. The 1,500 registered family day care providers in Oakland County received postcards for their parents/clients to send to their state legislators. The 3,000 members of the Detroit Section also received postcards to mail to their legislators. Despite these mobilization efforts, the bill sat pending in the state legislature for a year and a half before being reintroduced in the House and Senate in Fall, 1991.

SITE: EL PASO, TX

ACTIVITY: Educating Parents about Choosing Quality Child Care

The NCJW El Paso Section worked with the Texas Department of Human Services (DHS) to develop a consumer guide in English and Spanish, entitled *Choosing Quality Child Care: A Handbook for Parents.* The Section took some of the material for the guide from the NCJW publication *Choosing Family Child Care,* and some from the book *Choosing Quality Child Care* by Austin Families, Inc. The El Paso Section and DHS developed the remainder of the contents of the guide jointly. They customized the presentation of the material taken from the other publications, included a list of local family day care resources, and added a Spanish translation of the text.

The Section distributed 5,000 copies of the booklet and 10,000 one-page checklists for parents (also in English and Spanish) at child birth classes, obstetricians' and pediatricians' offices, maternity wards, birthing centers, malls, and libraries. The Section received a $5,000 grant from the Levi Strauss Foundation to support this project.

Copies of the guide are available from the NCJW El Paso Section, PO Box 12412, El Paso, TX 79913.

SITE: BROWARD COUNTY, FL

ACTIVITY: Child Care Fair to Educate the Public

In April, 1990, during the Week of the Young Child, the NCJW University Section (Broward County) worked with its community resource and referral agency (the Child Care Connection) and local corporations to sponsor a child

care fair for local families. Representatives from the family day care association, individual family day care homes, child care centers, and nursery schools rented booths at nominal cost and distributed information about their services. The Section distributed *Choosing Family Child Care: A Handbook for Parents,* a publication of NCJW's National Family Day Care Project (see the National Family Day Care Project's publications list for more information). Events and activities for children included a magic show, karate and dance demonstrations, and story time, as well as a raffle for savings bonds and a free birthday party.

The advisory board for each of the fairs included a US representative, state senators, the mayor, city commissioners, school board members, and mayors of neighboring cities. The Section raised funds to cover the costs of the fair through corporate sponsorship and by charging physicians who specialize in children's medicine to rent booths. Publicity for the fair appeared in the local newspapers and on local television calendars and radio stations. The Section also distributed flyers to 18,000 elementary school children in northwestern Broward County. A second fair (with a similar program) was held in March, 1991, and a third is planned for April, 1992, in response to the positive reaction in the community, especially among providers.

SITE: COLUMBUS, OH

ACTIVITIES: Child Care Fair to Educate the Public; Supporting a Family Day Care Track at the Statewide Child Care Conference

In April, 1990 the NCJW Columbus Section co-sponsored a child care fair for families in the Columbus community and surrounding areas, along with the local resource and referral agency (Action for Children) and the Columbus Association for the Education of Young Children (AEYC). The fair was held in conjunction with the Week of the Young Child, and 1,000 people attended. The event included booths where agencies sponsoring family day care homes, individual family day care providers, child care centers, and in-home child care services distributed information about their services. The fair also offered a variety of workshops, including one for parents on how to choose quality family day care.

In 1991, the Columbus Section joined forces with NCJW volunteers in Cincinnati and Cleveland to co-sponsor a family day care track at the state AEYC annual conference. The three NCJW Sections donated funding to subsidize the registration fees of the family day care providers attending the conference, thus reducing a major barrier to provider attendance.

SITE: AKRON, OH

ACTIVITY: Educating Parents about Choosing Family Child Care

The NCJW Akron Section, with fewer than 200 members, worked with the local resource and referral agency, "Info Line's" Child Care Connection, to help distribute 1,000 copies of *Choosing Family Child Care: A Handbook for Parents* throughout the greater Akron area. *Choosing Family Child Care* is a publication of the National Family Day Care Project (see the National Family Day Care Project's publications list for more information). "Info Line" included a copy of the booklet in the materials it sent to potential family day care providers as well as to parents who inquired about family child care for their own children. The Section also distributed copies through Jewish Family Services, women's resource centers of area hospitals, and obstetricians' offices. The Section contacted Planned Parenthood and other community organizations to investigate additional means of distribution.

The Akron Section discovered that the networking involved in the process of distributing the booklet helped them make new contacts in the area, which were likely to lead to the development of new partnerships.

SITE: SOUTH COOK, IL

ACTIVITY: Educating the Public through Newspaper Articles

While working with the Chamber of Commerce on a seminar for employers, the South Cook Section established a relationship with the local newspaper, *The Star.* Section volunteers provided information and support which sustained an ongoing series of articles about employers and child care, "Taking Care of Day Care." A number of articles covered family day care specifically, including information on employer support for family day care, the importance of family day care providers, and statistics highlighting the wide use of family day care in the United States.

Appendix B

National Family Day Care Project Publications

HIGHLIGHTS OF THE NATIONAL FAMILY DAY CARE PROJECT (1988-1992)

Twenty-page overview includes introduction by Dr. Edward Zigler, Director, Yale University Bush Center in Child Development and Social Policy, discussion of the benefits of working with advisors and partners, and 29 case studies of successful projects.

FACT SHEETS

One-page Fact Sheets discuss the complicated issues around child care. They present information in a myth and fact format, for use in newsletters and presentations, and for distribution to legislators, providers, etc.

1) **Facts About Family Day Care**
2) **Facts About Family Day Care Regulation**
3) **Facts About Employers and Child Care**
4) **Facts About Child Care**
5) **Facts About Volunteers**
6) **Why Work With Advisors and Partners?**

CHOOSING FAMILY CHILD CARE: A HANDBOOK FOR PARENTS

Twenty-page illustrated guide gives parents the information and confidence they need to identify high quality family child care. It also offers suggestions to help parents and children adjust to the new child care situation, and establish good relations with their provider.

THE HARD QUESTIONS IN FAMILY DAY CARE: NATIONAL ISSUES AND EXEMPLARY PROGRAMS

One hundred and twenty-page report based on three-day round table sponsored by the National Family Day Care Project in cooperation with Yale University's Bush Center in Child Development and Social Policy. Includes discussion of promising practices, profiles of exemplary programs, and an annotated bibliography of resources.

EMPLOYERS AND FAMILY DAY CARE

Twenty-page paper explores family day care as one of the options for employer supported child care. Employers' motivations for working with family day care are described, as are some of the obstacles employers encounter and how they overcome them. Included are corporate examples, an annoted bibliography of resources, and suggestions for increasing corporate involvement. This paper was commissioned by Save the Children's Child Care Support Center.

A MARKETING KIT FOR FAMILY DAY CARE PROVIDERS

This packet, designed by a team of family day care specialists and market researchers, is designed to improve the image of family day care. The kit includes: a guide to designing family day care environments; fact sheets, tip sheets, and a self assessment checklist for providers; a photo journal; and several articles on improving family day care's image.

THE PARTNERSHIP GUIDE: STRATEGIES FOR SUPPORTING FAMILY DAY CARE IN YOUR COMMUNITY

The 56-page guide provides "how-to" information for child care and other community-based organizations concerned with family day care. It includes information on networking, choosing and designing a project, raising funds and working with volunteers. It also contains case studies of the demonstration projects developed by the NFDCP.

For prices and ordering information, contact:
NCJW Center for the Child, 53 W. 23rd St., NY, NY 10010
(212) 645-4048

Appendix C

The National Advisory Panel

- **Lynn Lyss,** ***Chairwoman***
National Family Day Care Project
National Council of Jewish Women
New York, NY

- **Pat Ward,** ***Director***
National Family Day Care Project
National Council of Jewish Women
New York, NY

- **Diane Adams,** *Executive Director*
Community Coordinated Child Care
Madison, WI

- **Tom Copeland,** *Information Specialist*
Resources for Child Caring
St. Paul, MN

- **Naomi Fatt,** *Director (1990-92)*
- **Holly Sloan,** *Director (1988-90)*
Program Services
National Council of Jewish Women
New York, NY

- **Jim Greenman,** *Director of Program Development and Facilities*
Resources for Child Care Management
Berkeley Heights, NJ

- **Bill Hignett,** *Executive Director*
Pittsburgh Child Care Institute
Pittsburgh, PA

- **Lana Hostetler,** *President (1990-91)*
- **Ellen Galinsky,** *President (1988-90)*
National Association for the Education of Young Children
Washington, DC

- **Judith Jones,** *Director*
National Center for Children in Poverty
Columbia University
New York, NY

- **Sheila Kamerman,** *Professor*
School of Social Work
Columbia University
New York, NY

- **Nancy Kolben,** *President (1990-91)*
- **Tutti Sherlock,** *President (1988-90)*
National Association of Child Care Resource and Referral Agencies
Rochester, MN

- **Rosemary Mans,** *Vice President, Work/Family Project*
Bank of America Foundation
San Francisco, CA

- **Evelyn Moore,** *Executive Director*
National Black Child Development Institute
Washington, DC

- **Gwen Morgan,** *Senior Consultant*
Work/Family Directions
Boston, MA

- **Deborah Phillips,** *Assistant Professor*
Department of Psychology
University of Virginia
Charlottesville, VA

- **Chaya Piotrkowski,** *Director (1989-92)*
- **James T. Bond,** *Director (1988-89)*
Center For The Child
National Council of Jewish Women
New York, NY

- **Nan Rich,** *National Vice President*
National Council of Jewish Women
New York, NY

- **June Sale,** *Director*
UCLA Child Care Service
Los Angeles, CA

- **Sandra Salyer,** *Vice President of Public Affairs*
Mervyn's
Hayward, CA

- **Barbara Taylor,** *President (1990-91)*
- **Sandy Gellert,** *President (1988-90)*
National Association for Family Day Care
Washington, DC

- **Nancy Travis,** *Director*
Save the Children
Southern States Office
Atlanta, GA

- **Edward Zigler,** *Director*
Bush Center in Child Development and Social Policy
Yale University
New Haven, CT

Appendix D

Fact Sheet On Working With Advisors And Partners

Successful community partnerships benefit families, service providers, organizations, and projects, but they require time and energy. Most organizations are already too busy, and working with advisors and partners means more meetings and new questions of control, responsibility and credit. These political issues among organizations may surface when working with advisors and partners. So why work with advisors and partners?

Partnerships allow you to undertake projects you could not do alone. Resources are limited, which makes it necessary to combine money, knowledge, skills, people-power and organizational contacts if community concerns are to be effectively addressed. No organization working alone is as effective in meeting the needs of its community as it can be if it works with other groups. Partnerships help your organization to:

- **Raise Funds.** Working with advisors and partners may be the only way to raise the resources necessary to address community needs. Advisors and partners increase a project's funding potential in at least four ways:
  1) funding organizations are impressed by projects that have the support and guidance of several key organizations;
  2) advisors' and partners' contacts with funding organizations and officers can be useful;
  3) more advisors and partners mean more in-kind resources, such as secretarial help, office space, graphic design, and printing;
  4) some partners are able to provide direct financial support to the project.
- **Achieve a Broader Base of Community Support.** Leaders of other organizations will be more likely to understand and support your project if they are involved in its development and implementation. They can then publicize your project to members of their organization and to their other community and media contacts. Advisors and partners from diverse ethnic, economic and religious groups will help make your project relevant to larger, more varied sectors of the population, giving you a broader base of community support and resulting in a more effective project.
- **Move Beyond Competition to Meet Community Needs.** Working with advisors and partners increases the likelihood that your project will address community needs efficiently. By coordinating efforts, competing organizations can avoid unnecessary duplication of services, make the most of available resources, and increase the scope of the project.

PARTNERSHIP TIPS

- **Work with a variety of advisors and partners.** Try to work with advisors and partners from diverse ethnic, economic and religious groups. Consider working with direct service agencies, government agencies, volunteer organizations, religious groups, community colleges and universities, employers, funders, the media, and representatives from the group of people the project serves. Preserve each organization's identity by respecting organizational and cultural differences and by communicating openly and often.
- **Be flexible.** Some organizations may be interested in sitting on an advisory board or reviewing your project's publications. Other groups will be able to contribute resources and share responsibility for the project's implementation. Whatever roles your partners take, share the credit as well as the work.
- **Understand the partner organization.** How does this project help your partner reach its organizational goals? What are its members? What are its resources? Is your partner a local affiliate of a national organization? How supportive is the national organization of the local affiliate's project?
- **Clearly define roles and goals.** Build on existing strengths, and share control and responsibility. A formal or informal contract or plan can address goals, responsibilities, contributions, how decisions will be made, and how publicity will be handled.
- **Treat funding organizations as you would other partners.** This will enhance fundraising efforts. Find out each funding organization's interests, create opportunities for funding officers to get to know you and your organization, and invite funding officers to conferences in the field. Whether funding organizations become partners or not, maintain contact with them and keep them informed about your project.
- **Perform an evaluation.** This increases the credibility of the organization/coalition and the project. An evalua-

ation should include a case study of the process and should be on-going — continuing at least two to three years from the project's start — to examine the real effect of the project on the community.

- **Institutionalize.** Institutionalization means that a project has acquired on-going funding and other resources to continue into the future. Careful planning helps good projects continue. Lack of advance planning for the continuation of a project may mean that an excellent project ends too soon.

Appendix E

National Resources

The following organizations have initiatives and resources that support family day care in different ways. All are capable of some form of technical assistance. You can use the brief description that follows each organization's address to decide whether or not that organization is likely to be helpful in meeting your needs.

- **California Child Care Resource and Referral Network**
  111 New Montgomery Street, 7th Floor
  San Francisco, CA 94105
  (414) 882-0234
  Fax: (415) 882-6233

The California Child Care Resource and Referral Network is a training and technical assistance organization for 65 state-funded R&Rs in California. It helps build R&Rs' capacity to address their communities' needs, by designing, implementing, and evaluating projects that build the supply of family day care. The Network currently manages the California Child Care Initiative, a $4 million statewide public-private partnership that recruits and trains licensed family day care providers. It also consults with organizations in states and communities outside California on establishing supply-building programs and public-private partnerships. The Network has several family day care publications, many based on its field experiences.

- **Canadian Child Day Care Federation**
  120 Holland Avenue, Suite 401
  Ottawa, Ontario K1Y 0X6
  CANADA
  (613) 729-5289

The Canadian Child Day Care Federation is a Canadian national membership organization of early childhood educators, institutions, and organizations. Its objectives are to support the development and activities of the child care community by providing information, facilitating communication, and developing resources; by developing models, standards, and guidelines for quality child care, professional development, and organizational design; and by promoting research and linking it with service and practice. It has a number of publications available, including a *National Statement on Quality Child Care,* which contains a section that explicitly addresses family day care.

- **Child Care Action Campaign (CCAC)**
  330 Seventh Avenue, 18th Floor
  New York, NY 10001
  (212) 239-0138
  Fax: (212) 268-6515

The Child Care Action Campaign is a national not-for-profit research and advocacy membership organization that promotes policies and programs to increase the availability of quality, affordable child care. It offers publications, free information guides, and a newsletter, all of which address family day care and other child care topics.

- **Child Care Law Center**
  22 Second Street, 5th Floor
  San Francisco, CA 94105
  (415) 495-5498
  Fax: (415) 495-6734

The Child Care Law Center is a non-profit legal services organization dedicated to using legal tools to foster the development of quality, affordable child care programs. The Center is especially active in the area of local zoning advocacy. It has published *The Family Day Care Zoning Guide* and worked to support a variety of community projects around the country. It also worked with the National League of Cities to publish the *Local Officials Guide to Family Day Care Zoning.*

- **The Children's Foundation**
  725 Fifteenth Street NW
  Suite 505
  Washington, DC 20005
  (202) 347-3300

The Children's Foundation promotes professional growth and development through education and training opportunities for family day care providers, actively supporting and advocating on behalf of providers and the profession. It has a number of publications available on family child care, including the *National Directory of Family Day Care Associations and Support Groups,* which it compiled jointly with NAFDC.

- **Cooperative Extension Service**
  US Department of Agriculture
  Room 3444, South Building
  Washington, DC 20250-0900
  (202) 447-2018
  Fax: (202) 475-5289

The Cooperative Extension Service, a division of the US Department of Agriculture with branches in every state, de-

velops and provides training materials and newsletters for family day care providers, which are available through the local extension offices in each state. It also publishes a national newsletter for providers, which includes information on activities, discipline, health, business affairs, parent-provider relationships, and other topics.

- **Council for Early Childhood Professional Recognition**
  1718 Connecticut Avenue NW
  Suite 500
  Washington, DC 20009
  (202) 265-9090

The Council for Early Childhood Professional Recognition works closely with NAEYC. It awards a Child Development Associate credential to a range of child care professionals, including family day care providers. In 1988 it published *Family Day Care Training Resources,* which lists many resources useful for training providers.

- **Families and Work Institute**
  330 Seventh Avenue
  New York, NY 10001
  (212) 465-2044
  Fax: (212) 465-8637

Families and Work Institute is a non-profit research and planning organization committed to developing new approaches to balancing the changing needs of families with the continuing need for workplace productivity. It is conducting a study that investigates the quality of family child care, with a particular focus on low income and minority children, and that explores how provider training affects the quality of care. It is also conducting an evaluation of the Mervyn's and Target Stores *Family-to-Family Initiative.*

- **The Family Child Care Project**
  Wheelock College
  Center for Policy and Training
  200 The Riverway
  Boston, MA 02215
  (617) 734-5200, ext. 291

Wheelock's Family Child Care Project is dedicated to policy-relevant research and demonstration in the field of family child care. Current activities include a study of the "Economics of Family Child Care" and an evaluation of projects that support the quality of care through training, accreditation, and parent education.

- **Pittsburgh Child Care Institute**
  3336 South Aiken Avenue
  Pittsburgh, PA 15232
  (412) 661-7340

The Pittsburgh Child Care Institute is a training and consultation organization that provides technical assistance for starting up and improving management and training programs for family and center-based day care providers. Its shares a board of directors with Louise Child Care, which runs an agency-supervised family day care network for more than 200 children. Louise Child Care has a number of publications available, including its *Family Day Care Series,* a comprehensive orientation and training manual for family day care providers.

- **Military Early Childhood Alliance**
  526 Cloud Ridge
  Sierra Vista, CA 85635
  (602) 458-3049 or (602) 533-3680

The Military Early Childhood Alliance strives to bring together everyone in the different branches of the military who works with children of people in the military, for the benefits of the children. All military branches have family day care programs and initiatives, and the Alliance works to coordinate them across the various military branches.

- **National Association for the Education of Young Children (NAEYC)**
  1834 Connecticut Avenue NW
  Washington, DC 20009-5786
  (800) 424-2460

The National Association for the Education of Young Children is a network with over 70,000 members. It offers professional development opportunities to its members, serves as an information clearinghouse, and provides a forum for discussion of major issues in the field, in order to improve the quality of services to children. It provides workshops through local and state AEYC Affiliate Groups.

- **National Association of Child Care Resource and Referral Agencies (NACCRRA)**
  Campus Drive Southeast
  Rochester, MN 55904
  (507) 287-2220

The National Association of Child Care Resource and Referral Agencies is a membership organization to which the majority of resource and referral agencies in the country belongs. It promotes the development, maintenance, and expansion of quality child care resource and referral services, by providing a forum for communication, networking and collaboration, building coalitions, sharing information, and educating the public. To pursue these goals, NACCRRA offers regional and national conferences, technical assistance, referral counselor training, information clearinghouse for sources, standard setting, and a newsletter.

- **National Association for Family Day Care (NAFDC)**
  815 Fifteenth Street NW
  Suite 928
  Washington, DC 20005
  (202) 347-3356

The National Association for Family Day Care is a professional organization representing and supporting family and group home child care providers throughout the United States. It serves as a national political voice and networking system for family day care, and promotes high quality child care through its family day care home accreditation awards.

It provides a number of resources to its member, including a newsletter, group liability insurance, a *National Directory of Family Day Care Associations and Support Groups* (published jointly with the Children's Foundation), free brochures, and other support services. It also holds a biannual national conference on family day care.

- **National Center for Children in Poverty (NCCP)**
  Columbia University School of Public Health
  154 Haven Avenue
  New York, NY 10032
  (212) 927-8793
  Fax: (212) 927-9162

The National Center for Children in Poverty's Family Day Care Initiative aims to improve the affordability, accessibility, and quality of family day care for low income families. To achieve this goal, it identifies strategies for creating and supporting family day care services for low income communities, examines potential sources to finance these strategies, and publicizes the findings to key public and private sector decision makers.

- **National Council of Churches (NCC)**
  Child Advocacy Office
  Room 572
  475 Riverside Drive
  New York, NY 10115
  (212) 870-2227

The National Council of Churches' Child Advocacy Office administers an initiative called "Partners in Family Child Care: New Opportunities for Ministry." It is publishing a resource guide on model family child care programs, and offers training and workshops to help local churches and synagogues become partners in family child care, to foster more high quality family day care for infants and toddlers from low income families.

- **National Council of Jewish Women (NCJW)**
  53 West 23rd Street
  New York, NY 10010
  (212) 645-4048
  Fax: (212) 645-7466

The National Council of Jewish Women's National Family Day Care Project is a research and community service initiative designed to pioneer effective roles for volunteers and other community groups in increasing the quality and supply of regulated family day care, through demonstration projects in 30 communities across the country. It currently provides technical assistance to other organizations and disseminates its publications and other information about its community projects.

- **National League of Cities (NLC)**
  1301 Pennsylvania Avenue NW
  Washington, DC 20004
  (202) 626-3000

The National League of Cities' Children and Families in Cities Project is an ongoing effort to encourage and enable local elected officials to meet the needs of children and families through direct assistance, research, policy analysis, and networking. Among its many publications is the *Local Officials Guide to Family Day Care Zoning*, a collaborative project with the Child Care Law Center.

- **Redleaf Press**
  450 N. Syndicate
  Suite 5
  St. Paul, MN 55104
  1-800-423-8309 or (612) 641-0305
  Fax: (612) 645-0990

Redleaf Press (formerly Toys 'n' Things Press) publishes a number of books on family day care, as well as a magazine called *Family Day Caring*. They also have an extensive catalogue of business, curriculum, and planning materials developed exclusively for family day care providers.

- **Save the Children/Child Care Support Center**
  1340 Spring Street, NW
  Suite 200
  Atlanta, Georgia 30309
  (404) 885-1578
  Fax: (404) 874-7427

Save the Children/Child Care Support Center works to improve the availability, quality, and affordability of child care services through a variety of means, including running programs to start and improve family day care homes and serving as an information clearinghouse on family day care issues. It has a number of publications available that address specific family day care issues. It also holds an annual Family Day Care Technical Assistance Conference that provides for a national exchange of information about family day care.

- **Scholastic, Inc.**
  730 Broadway
  New York, NY 10003
  (212) 505-4900

Scholastic, Inc. publishes *Pre-K Today*, a magazine for early childhood professionals that contains practical ideas, expert advice, and information on recent professional developments. It runs special features on family day care, including a section in each issue that suggests ways to use the ideas in that issue in family day care homes.

- **Southern Association on Children Under Six (SACUS)**
  Box 5403 Brady Station
  Little Rock, AR 72215
  (501) 663-0353

The Southern Association on Children Under Six is a 16,000-member organization that promotes professional development, leadership, and advocacy for early childhood educators, child development specialists, program administrators, teacher-trainers, and parents who share concerns regarding the well-being of young children and their families. SACUS publishes position papers and advocates in

favor of quality child care. Many of its members are family day care providers.

- **Windflower Enterprises**
  142 South Claremont Street
  Colorado Springs, CO 80918
  (719) 520-1614

Windflower Enterprises is a partnership of family child care professionals who contribute to the quality of life of families and children by promoting professional growth and enrichment for child care providers and others who work with children. Windflower offers child care training, parenting skills training, child care advocacy and position papers, consulting services, workshops, and public speakers.

- **The Yale Bush Center in Child Development and Social Policy**
  Department of Psychology, Yale University
  PO Box 11A
  Yale Station
  New Haven, CT 06520-7447
  (203) 432-4570

The Yale Bush Center's School of the Twenty-First Century initiative strives to make comprehensive family services affordable and accessible to all families by incorporating such services into the public schools. Enhancing the quality of family day care is a key strategy of the initiative, which includes support groups and training workshops for providers, for the purposes of helping them share ideas, improving their professional self-esteem, and helping them develop networks.

Appendix F

Fact Sheet On Volunteer Organizations

Numerous volunteer organizations across the country are working to improve child care. They include the National Council of Jewish Women, the Junior League, the League of Women Voters, Kiwanis International, the National Council of Churches, business and professional women's groups, church and synagogue groups, and fraternities and sororities.

The skills and resources of volunteer organizations are often overlooked and underutilized. In recent years, the child care community has formed successful partnerships with employers, foundations, and the media. Volunteer organizations can also be strong partners.

Volunteers and their organizations draw public attention to societal problems and unmet community needs. Volunteers have historically effected social change. They have played crucial roles in all major social change movements in the United States, including the abolition, public health, labor, civil rights, juvenile justice and women's movements.

Volunteers play active, important roles in child care initiatives. Some volunteer groups organize community education campaigns to help parents become informed consumers of child care. Others recruit and orient new providers to increase the supply of high quality, regulated child care. Volunteers provide training opportunities, educational resources, equipment, toys and start-up grants for providers. They also serve as advisory board and task force members, and as advocates for local and state-level child care legislation.

Advisory relationships and partnerships with volunteer groups yield abundant benefits because volunteer organizations are in a unique position in the community. For example:

- **Volunteer organizations are relatively free of business and government constraints,** and can risk supporting new and controversial programs. Many innovative social services have been initiated by volunteers working in conjunction with social service agencies.
- **Volunteers are perceived as working solely for the interests of children, families, and providers.** They can be valuable partners in public education campaigns with paid child care professionals who are sometimes perceived as working for their organizations' self-interests.
- **Volunteers often have contacts and relationships with key community organizations,** such as ethnic and religious groups, funding organizations, business organizations, and other volunteer organizations.

Volunteer organizations' unique position in the community makes them valuable partners for child care projects. At a time when public resources are severely limited and the private sector is inundated with requests to fund social programs, the value of volunteers' skills and resources cannot be overestimated.

VOLUNTEER ORGANIZATIONS: Child Care Projects

- **ASSOCIATION OF JUNIOR LEAGUES INTERNATIONAL**
  Anne Dalton, Group Director for Research Policy and Program, 660 First Avenue, New York, NY 10016, (212) 683-1515.

The Association of Junior Leagues International is an organization of women committed to promoting voluntarism and improving the community through the effective action and leadership of trained volunteers. For over 10 years Junior Leagues have worked to improve the affordability, accessibility, and quality of child care. Many focus especially on the needs of homeless and welfare families, adolescent parents, and women with substance abuse problems. Activities have included lobbying, coordinating local partnerships, and developing referral services. The Association has testified before Congress on child care several times.

- **KIWANIS INTERNATIONAL**
  Christopher J. Rice, Director of Program Development, 3636 Woodview Trace, Indianapolis, IN 46268, (317) 875-8755.

Kiwanis International is an association of approximately 8,800 service clubs around the world. Each club develops and implements community service projects. In October 1990, Kiwanis began a multi-year program, "Young Children: Priority One," to address the needs of prenatal through age five children. This program urges clubs to develop projects on maternal and infant health, child care and development, parent education and support, safety and pediatric trauma.

➡ LEAGUE OF WOMEN VOTERS

Yael Schy, Director of Social Policy, League of Women Voters Education Fund, 1730 M Street NW, 10th Floor, Washington, DC 20036, (202) 429-1965.

The League of Women Voters, founded in 1920, is a non-partisan political organization that encourages citizens to play an informed and active role in government. At the local, state and national levels, the League works to influence public policy through education and advocacy. The goal of the organization's School Age Child Care Projects is for Leagues to serve as catalysts in increasing the availability of affordable, quality school-age child care for low and middle-income families.

➡ NATIONAL COUNCIL OF CHURCHES (NCC)

Margery Freeman, Director for Child & Family Justice, 475 Riverside #572, New York, NY 10115-0050 (212) 870-3342 / (504) 524-2688

The largest ecumenical organization in the nation, the NCC has long advocated for high quality, equitable child care. It sponsors the Ecumenical Child Care Network (ECCN), an interfaith membership organization of child care practitioners, religious and early childhood educators and other church/synagogue-related advocates for children. Recently the ECCN launched "Partners in Family Child Care: New Opportunities for Ministry," to prepare churches and synagogues to support family child care providers.

➡ NATIONAL COUNCIL OF JEWISH WOMEN (NCJW)

Naomi Fatt, Director of Program Services, 53 West 23rd Street New York NY 10010 (212) 645-4048.

NCJW, a membership organization of 100,000 volunteers nationwide, has a century-long history of community service, education, and advocacy to improve the well-being of children and families of all ethnic, economic and religious backgrounds.

Currently, NCJW is focusing on child care through the CHALLENGE for COMMUNITY ACTION, a four-year initiative in over 100 communities across the county that supports high-quality, affordable child care. CHALLENGE includes the National Family Day Care Project, the Work/Family Project, and the promotion of PBS's "Raising America's Children" video series.

NCJW also conducts research on child and family issues through its Center for the Child. NCJW is currently disseminating information and publications about its community based and national projects.